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Agnes Scott

A scenic view of a river at sunset. In the foreground, a group of people are in a small boat on the water. In the middle ground, a large stone bridge with multiple arches spans the river. In the background, a city with a prominent church spire is visible on a hill under a warm, orange-hued sky. The overall atmosphere is peaceful and picturesque.

Alumnae Magazine

Winter 2002

***Sotto Voce Sings
In Eastern Europe***

GUEST COLUMN

"Tell me and I will forget. Show me and I might remember. Involve me and I will understand."

—Chinese proverb

Where's the excitement for the sciences?" Arthur Lidsky, nationally known academic program and facilities planning expert, posed this question to Agnes Scott science chairs and me. We were well into the science planning process and this was an obvious and fair question. After recovering from the surprise timing of the question, phrases about excitement over new programs and facilities began tumbling out. We saw Art's point. We must be able communicate to many audiences the genuine excitement that we—students, faculty, staff, alumnae and administrators—feel about plans to transform the way science is perceived, taught, learned and practiced at Agnes Scott College.

As weeks and months on the project timeline have ticked away, the vision has come together, it has received validation and support, and excitement has popped out all over. This is an incredibly thrilling time to be engaged with science and undergraduate education, especially in a liberal arts college where a mixture of ideas and perspectives points us toward the development of the big picture and a set of values.

More wise words from Art became our marching orders—"Programs drive buildings." He reminded us that we would design and construct a building after we had clearly stated what we wanted to do in that building for at least a decade or so, a pretty tall order given the pace of change in science and technology.

After an open, inclusive planning process, the departments of biology, chemistry, physics and astronomy, and psychology are now implementing new programs that will be rounded out in new facilities. These programs are focused on thorough grounding in basic theories and methods, interdisciplinary connections, diverse pedagogic approaches, research at many levels, development of intellectual and technical skills and the development of a dynamic learning community with connections to a wider world of people and ideas beyond our campus. We will continue to work with ideas and methods often associated with particular fields of knowledge, but we will work also at interfaces and overlaps where most of the exciting new ideas are emerging. Each department has a solid, modern program of courses and activities,

and each contributes to interdisciplinary programs, including biochemistry and molecular biology, environmental science, and in the future, neuroscience.

The places supporting these programs include faculty and student research laboratories, diverse types of teaching laboratories, student collaborative learning centers, and modern, technology-rich classrooms. Since laboratory experiences are pre-eminent in the development of critical thinking skills and new knowledge, much space is devoted to labs and lab support facilities. The four departments offer many kinds of laboratory experiences, including collaborative or individual research that may be conducted over varying periods of time.

The material results of long hours of planning now appear in the course catalog, and they rise from the clay where the tennis courts once echoed the sounds of a popular sport. We see the concrete and steel bones of a new building, and we anticipate the programmatic impact of new spaces properly designed, equipped and furnished for education and research for non-majors, majors, interdisciplinary teams, and staff and faculty members.

We are able to think in near-future terms about the operation of a science center for women with diverse programs for Agnes Scott and the larger community. The sciences at Agnes Scott have a strong presence in the curriculum and among the facilities devoted to excellence in the education of women for careers and citizenship in the 21st century.

Excitement abounds. It is rooted in new programs and work places that will enable students and faculty to enhance their engagement with ideas and questions about systems that range from subatomic particles to molecules, cells, organisms, ecosystems, brains and minds, and the far-flung universe. It is rooted in people who are curious about the way the natural world works and who seek a knowledge base and skills to prepare for a life of effective engagement with the complex world of the future.



Arthur J. Bowden

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PHOTO BY CHRIS TIEGREEN

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ON CAMPUS

Following dreams, reaching for the stars, memorializing an alumna's life



CAROLINE JOE

ASTRONAUT URGES: "REACH FOR THE STARS"

Despite her past desire to not become "a historic figure or a symbol of progress for women," the first U.S. female astronaut to orbit the Earth finds herself using her fame to ensure that today's girls have opportunities to excel in science.

Sally Ride chose the Agnes Scott campus as one of

two places—the other, San Diego—for her national launch of the Sally Ride Science Club last November. Upper elementary and middle school girls of all cultural and economic backgrounds were introduced to Ride's club, which encourages their interests in science, math and technology. The club is the first national one of its kind. Ride also appeared on campus in October to speak at the Atlanta Girls Summit. She believes that the opportuni-

ties in science are now open for females and family members need to support them.

"Girls deserve the same encouragement, the same motivation, the same opportunities that the boys their age that are interested in these subjects have," says Ride.

In 1978, Ride was one of 35 applicants selected from more than 8,000 to become part of NASA's space program; only six of those 35 were women. At age 27, she

was a Ph.D. candidate looking for postdoctoral work in astrophysics when she came across NASA's ad for astronauts in the newspaper of Stanford University, where she received a bachelor of arts in English and a bachelor's, master's and doctorate in physics—all done after she had dropped out of college for awhile to pursue a professional tennis career.

Earning a degree in English was not premeditated, says Ride, who had

declared a physics major her freshman year. "By the beginning of my junior year, I had taken so many math and science classes that I needed a break from them. I started taking English classes, enjoyed them and ended up with enough units to declare a major. It was a little bit of an after thought, but it was one that kept me sane during college."

English courses are good for scientists, she says, because every scientist needs to be able to communicate his or her work and the importance and excitement of the work to the public. "You can't do that if you don't have some appreciation for how to communicate verbally and in writing. A lot of those skills are often overlooked."

In 1983, Ride, a member of the Challenger crew, became the first American woman in space. She also took her next and final flight on the Challenger in 1984. Her more than 343 hours of space flight time would have increased if the Challenger had not exploded in 1986.

On the status of women in science, "I'm happy to say that most of the firsts have been taken care of," says Ride. "There's been a woman who's commanded a space shuttle flight. But there haven't been yet two women to command a space shuttle

flight. I think the effort is now in getting those numbers up so that it's no longer news when a woman commands a space shuttle—it's just another space shuttle flight with another qualified commander."

—Kristin Kallaber '04

ALUMNA'S DEATH INSPIRES RESEARCH, PREVENTION

In June 1997, Beth Griffin '97 began work as a research assistant at Yerkes Primate Research Center at Emory University in Atlanta.

That fall, while studying hormonal influences in rhesus macaques, Griffin contracted a rare Herpes B virus after coming into contact with an infected monkey's body fluids. Though transmission of the virus to humans is unusual—only about 50 cases are known in humans—about half of those who are infected die from it.

Griffin died in December 1997.

Her death, widely publicized in the media, has promoted re-evaluation of safety standards at many animal research centers.

Griffin, of Kingsport, Tenn., was a biology major and psychology minor at

Agnes Scott, graduating with honors. While an undergraduate, she was a National Science Foundation Undergraduate Research Fellow and a volunteer research assistant at Yerkes Primate Center. She also served as a volunteer researcher at White River National Wildlife Refuge and an extern at Zoo Atlanta. She planned to do graduate study in biological sciences.

Griffin's studies at Agnes Scott included co-authorship of several scientific publica-

tions, including papers on maternal cradling in rhesus macaques and sexual dimorphism in grasshoppers (under Karen Thompson, professor of biology). She studied marine biology in Honduras and visited Accra, Ghana, on College research trips.

Among her extra-curricular activities at the College were Studio Dance Theatre, the Agnes Scott Outdoors

Beth Griffin from her *Silhouette* photos while a senior at ASC.



FIRST GRIFFIN INTERN NAMED

Andrea Maxfield '02, a biochemistry major from Fayetteville, Ga., was named the first internship recipient by the Elizabeth R. Griffin Research Foundation at Awards Convocation last spring. She is doing laboratory work this year with Julia Hilliard, professor of molecular/virology and immunology at Georgia State University. She has worked also with a health care social worker in Texas to coordinate a national support group for survivors of Herpes B virus.



**Griffin recipient
Andrea Maxfield**

Maxfield says she has seen many facets of laboratory work, from research to administration, during her work. Her internship continues through the end of the 2001-02 academic year.

"I was really overwhelmed, really flattered," says Maxfield on her internship. "I'm enjoying it and learning so much." She plans a career in the pharmaceutical industry and feels that the internship fits closely with her interests and professional plans.

"We are thrilled with Andrea's qualities and contributions," says Jim Welch, executive director of the foundation. "She is a magnificent ambassador for Agnes Scott."

Club, Habitat for Humanity and Circle K International.

When Griffin died, the College established a fund as friends and family sent in gifts. The College plans to erect a memorial sculpture near the new science building after it is opened in 2003.

In 1999, Griffin's parents, Dr. William and Rev. Caryl Griffin, and other family members established the Elizabeth R. Griffin Research Foundation. The foundation strongly emphasizes safety measures to minimize the risks associated with animal research. It funds research on health risks associated with zoonotic diseases—those that can be transmitted from animals to humans—and seeks to provide information on prevention and treatment and a support network for survivors of the Herpes B virus.

Among its many projects is an annual internship for an Agnes Scott student.

"Agnes Scott was a very important part of Beth's life," says Jim Welch, executive director of the foundation. "The educational opportunities Beth enjoyed through the College were incomparable and brought great joy and challenges to her."

—Chris Tiegreen

Gifts to the Beth Griffin Memorial Fund may be sent to the College's Office of Development. For more information about the Elizabeth R. Griffin Research Foundation Inc., go to www.ergiffinresearch.org.

FIRST HUBERT SCHOLAR PURSUES LIFELONG INTEREST

By Sharon Rose Kelly '03

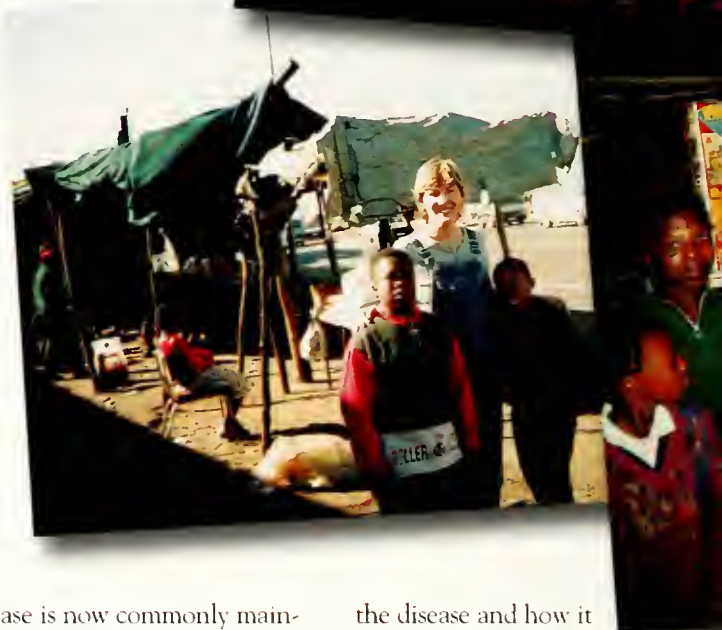
This past summer, I interned at the Health Economics and HIV/AIDS Research Division (HEARD) at the University of Natal in Durban, South Africa. This opportunity came to me because of Agnes Scott's new Hubert Scholars Program for Internships in Public Service, which funds an internship anywhere in the world (including Decatur!), as well as the oversight of the work by an Agnes Scott professor.

I learned about Hubert Scholars my sophomore year and, within months of receiving the internship, I was on my way to fulfilling my goal of going to South Africa to assist in the country's struggle to combat the HIV/AIDS epidemic.

Since the age of 13, I have volunteered with various HIV/AIDS service organizations. I now recognize what drove my desire to help people with this disease: it encompasses almost every aspect of humanity.

HIV/AIDS deals with health, sexuality, economics, world relations and morality. It's no wonder that the dis-

Agnes Scott student Sharon Kelly '03 spent her summer researching HIV/AIDS in sub-Saharan Africa, where 28.1 million of the world's estimated 40 million HIV-positive people live.



ease is now commonly mainstreamed into international development programs. The commonality between HIV/AIDS and universal human issues has made me want to study the disease and to visit sub-Saharan Africa, where the majority of the world's HIV/AIDS infected people live.

While in high school, I met a South African/Zimbabwean pathologist who was doing research on the rate of HIV infection in South African antenatal clinics. These annual tests are used to identify the incidence and prevalence rate of HIV and AIDS in most sub-Saharan African countries. From this pathologist, I learned the history of

the disease and how it grew into an epidemic. Also, he left me with a motivation to study the situation further.

My internship assignment was helping HEARD researcher Lucinda Franklin inform a South African non-governmental organization (NGO) Health Systems Trust of the most up-to-date research on the costs of AIDS care in South Africa. We also identified the gaps in the body of knowledge regarding the cost of care of people living with AIDS.

This baseline survey of the literature enables all stakeholders—such as governments, NGO's and funders—to establish priorities



in their efforts against AIDS.

My everyday activities mainly consisted of reading and sorting through research papers. I catalogued them according to the type of research, and sometimes I wrote abstracts.

On Wednesday mornings, I volunteered for McCord Hospital's HIV clinic, Sinikithemba, which means "we give hope" in Zulu. There, I typed documents for the clinic workers.

Because Zulu is the mother tongue for most people working at the clinic, and because most documents had to be typed in my mother tongue, English, it made

sense that I should help in this respect.

I enjoyed the encouragement sessions at Sinikithemba before beginning work each day. All workers and even clients gathered in the main reception room and sang hymns. Afterward, a social worker gave a sermon and we prayed. This time was special to me, as it helped me believe in the value of spiritually ministering to people who are sick as well as physically ministering to them.

Aside from my weekly trips to Sinikithemba, a favorite activity in conjunction with HEARD was attending the two-week training conference on the economics of HIV/AIDS that HEARD sponsors every year for representatives from African and international NGOs.

I attended classes on HIV surveillance and data, demography and HIV/AIDS, social analysis, causes and consequences of the epidemic legal issues and mainstreaming. It was encouraging to hear the progress being made all over Africa to help people with HIV/AIDS. An additional benefit was learning and talking with top researchers on different aspects of HIV and AIDS.

Worldwide, I could not have gotten a better internship and am grateful to everyone who made it possible, especially the Hubert family. My appreciation also goes to Cathy Scott, my adviser, whose political science course "Apartheid: Politics in the New South Africa" made the experience all the richer. In class, we read books and dis-

cussed South Africa's history, people and political parties.

At an American Independence Day celebration sponsored by the American Consulate in Durban, I met Minister of Home Affairs Buthelezi, who is also the leader of South Africa's Inkatha Freedom Party. This meeting was particularly exciting to me because I had given an oral report on him in Dr. Scott's class. Finally, my appreciation and thanks goes to Jim Abbot, Jennifer Lund and Clementine Hakizimana for helping me organize details of the trip and providing great advice.

I'll never forget my experience in South Africa and am continually thankful to Agnes Scott and the Hubert Charitable Trust for making this experience possible.

THE HUBERT SCHOLARS INTERNSHIPS

In 1999, Agnes Scott College was awarded a \$300,000 grant from the Hubert Charitable Trust to create and endow the Hubert Scholars Program for Internships in Public Service.

These internships are intended to address human needs such as hunger, medical attention and spiritual fulfillment and help students gain valuable experience in public service.

One Hubert Scholar was selected the first year, two will be selected this year and three next year.

Sharon Rose Kelly '03 is the first recipient. An international affairs major, Kelly is a member of the National Society of Collegiate Scholars and has been on the Dean's List. She has taken courses in political science, Africana studies, economics, biology and French, and she took

additional courses at Georgia Tech in the economics of development and international negotiations.

She came to Agnes Scott from Brunswick, Ga., where she volunteered at the Coastal Area Support Team, an organization that assists families faced with HIV/AIDS. While working with CAST, she founded a teen education program called STOP the Ignorance, the mission of which is to change young perceptions regarding HIV and STDs (sexually transmitted diseases). It has been such a success that an education coordinator has been added to its staff and the program expanded.

This year, Kelly is studying French and economics at the *Université de Fribourg* in Switzerland.

WOMEN IN



A CRITICAL MOMENT

Even with significant gains made through the years, most women scientists haven't received affirmation for their contributions to the field. However, the winds of change are being felt.

By Celeste Pennington

Picture this late 1800s physics class. In the foreground stands the mustached university lecturer. Facing him, on the left, are 25 or so serious, young male students in dark suits. Separated from them by an aisle are nearly a dozen young women in hats. Drawn from the University of Michigan's Bentley Historical Society, it's a snapshot in time.

Already women in state universities—and in a growing number of women's colleges—were pursuing education in physics, botany, chemistry, astronomy. Yet upon graduation in the 1800s, most young women earning the same degrees as the men would not find themselves so entitled to move into the same jobs and scientific circles.

By the turn of the century, when those women scientists found jobs to be "sex typed," they began to establish separate science studies and labor markets (such as home economics). A breakthrough did occur during World War II when thousands of women proved themselves as men left scientific jobs in higher education, industry and government. Yet as

Jane Alsobrook Miller '48 can attest, that window of opportunity was temporary. As men returned home to resume their science careers and education, 7.8 million took advantage of G.I. Bill provisions to attend top U.S. colleges and universities.

With a master's degree in chemistry and strong research experience from Tulane University, Miller ventured into that flooded G.I. market, seeking work in St. Louis where her husband had a law practice. When she found no openings for women chemists in industry or higher education, she worked in the Washington University Medical School department of pharmacology and later orthopedics before being hired in 1965 as faculty for the newly established University of Missouri in St. Louis. Her dissertation was on the history of chemistry, and she taught general chemistry for non-majors, quantitative analysis and the history of science. She was published and had served as chair of the history of chemistry division of the American Chemical Society.

Even so, like other women in science fields at that time, she found unequal opportunities for pay and advancement, and eventually filed—and won—





SCIENCE

the first EEOC case for women in academics.

"I have always been kind of a feisty person. I got tired of receiving few raises because I was married and had a husband to care for me," says Miller.

While there exist inspiring examples of top U.S. women scientists working shoulder to shoulder with top men scientists in industry, medicine and higher education, historically, there have been separate expectations, work and recognition. Evidence of that divide is starkly clear in post-war America as women stepped into the spotlight as Nobel Laureates:

■ Biochemist Gerty Cori, teaching and doing research at Washington University Medical School, St. Louis, was not promoted to full professor until 1947—the year she received the Nobel Prize in Medicine.

■ Medical physicist Rosalyn Yalow served as a temporary assistant professor at Hunter College before moving to the staff of the Bronx Veteran's Administration Hospital where she and Saul Berson did their research to earn the Nobel Prize in Medicine in 1960.

■ In 1963, when theoretical physicist Maria Goeppert-Mayer won the first of two Nobel prizes, the headline in her hometown *San Diego Evening Tribune*, announced it: "S.D. Mother Wins Nobel Physics Prize." The media seemed fascinated by her femininity and how she was dressed to receive the award. Yet Mayer was the first woman in U.S. history—and the

second in history (after Marie Curie)—to win the Nobel in physics.

■ In 1983, geneticist Barbara McClintock won the Nobel Prize in Medicine for discovery of mobile genes in chromosomes of plants. More than 40 years earlier, she had moved to Carnegie Institution's Cold Spring Harbor Laboratory to do research after the University of Missouri faculty denied her tenure.

These and other examples carefully documented by Margaret W. Rossiter in her book *Women Scientists in America* show women "caught between two almost mutually exclusive stereotypes: as scientists they were atypical women; as women they were unusual scientists." Coming to grips with such exceptions long proved a problem to American society.

For scientists like Agnes Scott's Miller, the upshot of publicly held stereotypes about women in science turned into a personal, professional loss as she found no opportunity to pursue her passion—bio-chemical research. "I really enjoyed teaching. To see students succeed has been good." But, she admits, in a perfect world, "I would have gotten my Ph.D. from Washington University and worked in a bio-chemical field where I did my research. I would have been hired an assistant professor at a much better salary. I would have gone on, I think, and done some very credible research, probably in organic or in biochemistry."

Nearly half a century after Miller graduated from

PHOTOS BY CHRIS TIEGREEN



Agnes Scott, Elizabeth Cherry Stokes '95 was picking up her dual degree in engineering (three years at Agnes Scott, two years at Georgia Tech). After interviews—and competitive offers—from Texas Instruments and Pratt & Whitney, she chose Ericsson Inc., a Swedish-based corporation that produces cell phones and related technology.

Even though Stokes specialized in digital signal processing, the radio frequency manager requested that she be hired as a component engineer, so she could train and be transferred to an area of her preference, Ericsson's analog-based design group. As a component engineer, she was the only woman in the department. Each time she has switched departments over the years, she has been one of two women in a group of five to eight men.

While Stokes found an inclusive, "family atmosphere" at Ericsson's U.S. offices, occasionally she did experience "blatant discrimination" working in their factories in Japan, everything from male employees "not responding to women engineers' e-mails" to "showing signs of being disgruntled when a woman walked beside instead of behind the man."

As Stokes reflects on her career choice and her education, she realizes that she thrived at Agnes Scott with its smaller classes, and opportunities to



interact one-on-one with professors and master her course work.

"As one of a handful of women in the Georgia Tech engineering department, the professors treated me as well as any other student," believes Stokes. "But there, classes are large, and education is high pressure. It's focused on performance. As a student, that was frustrating for me," she admits.

"Engineering is a game that's been designed by men and played by their rules. Not everyone prefers to play that way."

In fact, women who work in engineering earn the highest median salary for women in the scientific and engineering work force. However, the National Science Foundation reports that women are still "far less likely than men to earn bachelor's degrees in computer science, engineering, physical sciences or mathematics."

At the same time, gaps in educational levels between men and women in science in the early '70s have essentially disappeared. Since the mid-90s, women are as likely as men to attend college immediately following high school graduation, and to earn a bachelor's degree. Today, roughly half of bachelor's degrees in science are earned by women. Of those women in science and engineering occupations, about 30 percent report a master's as their highest degree (compared to 27 percent of the men). Thirteen percent of these women report a doctorate as their highest degree—the same proportion as for men.

According to the National Council for Research on Women (NCRW), females constitute 45 percent of the workforce in the United States, but hold just 12 percent of science and engineering jobs in business and industry. In 1996, women earned 53 percent of undergraduate degrees in biology and 46 percent of degrees in math and statistics, but just 19 percent of physics degrees and 18 percent of engineering degrees. While the percentage of women science faculty is rising, less than 10 percent of full professors in the sciences today are women, despite the fact that women have been earning more than one-quarter of the Ph.D.s in science for 30 years.

FIFTY-FIFTY BY 2020

Fifty-fifty by 2020. The National Science Foundation has set that goal for the percentage of men-to-women in science and engineering fields in the next two decades. To achieve that, Shirley M. Malcom, a former member of the President's Committee of Advisors in Science and Technology, recommends, "Develop a more scientifically literate society, overall." She also suggests:

- Enable women and girls to participate fully in science and engineering by making available a greater variety of resources from career awareness to planning.
- Dispel stereotypes. Increase public understanding of the role that women already play in science and engineering.
- Communicate to women and girls the importance of being scientifically literate citizens, mothers and students.
- Reinforce the value of mentoring and being mentored at all levels of education and career.
- Hold institutions accountable for discrimination based on gender.
- Strengthen connections among organizations that have a stake in the participation of women in the sciences, such as the corporate and academic worlds, scientific associations and between higher education and K-12.

Balancing the Equation: Where are Women and Girls in Science, Engineering and Technology?, the NCRW report advancing these statistics, says that women and girls made significant progress in the sciences over the last



STEWART COHEN PHOTO

two decades, particularly in medicine and the biological sciences. But women's gains have stalled—and in some cases eroded—in engineering and computer sciences. The study notes myriad reasons to advance women in the sciences, including the economic imperative to increase the technological and scientific literacy of America's workforce. At a time when U.S. industry cannot fill the openings for technically advanced jobs, notes the study, women are grossly underutilized. Equally important, says the report, are the perspectives women bring to the sciences decisions on allocating research dollars, targeting drug testing protocols and developing technology to benefit communities.

The report also calls for a national commitment to remove the persistent barriers and glass ceilings facing women and girls in the sciences.

"This is a critical moment for the nation," said NCRW Executive Director Linda Basch.

At a time when U.S. industry cannot fill the openings for technically advanced jobs, women are grossly underutilized.

"FORTUNE FAVORS THE PREPARED MIND"

These words of Louis Pasteur drove the research and provided meaning for the teaching of Mary Stuart MacDougall, Agnes Scott faculty member and chair of the biology department from 1919 to 1952. "The Life of Science"—written by John F. Pilger, professor of biology, and Christine Cozzens, associate professor of English—appeared in the fall 1994 AGNES SCOTT ALUMNAE MAGAZINE. The following profile is adapted from that article:

Mary Stuart MacDougall brought a comprehensive scientific imagination, intellectual rigor and a sense of the thrill of discovery to her research and her teaching at Agnes Scott. With two doctorates, a Guggenheim Fellowship, 14 published papers, significant contributions to malaria research and a major textbook to her credit, she also defended the value of science at a time when the humanities dominated the liberal arts curriculum.

■ Agnes Scott was determined to prepare students for the best graduate and professional programs in the country, and MacDougall's commitment to research suited this vision.

■ For MacDougall, the study of science underlay all great intellectual achievement. "Science has so enlarged the mental horizon," she wrote, "that the imagination may take a bolder flight."

■ MacDougall was the first to induce

sustained mutations in protozoan cultures (1929) using ultraviolet (UV) radiation. Today, we know the power of UV light in sunburn indices, SPF numbers on sunscreens and precautions to reduce the risk of cancer.

■ In 1931, she won one of the first Guggenheim Fellowships in science awarded to women—which took MacDougall to the Kaiser Wilhelm Institut für Biologie in Berlin. In 1936, MacDougall earned a *Science Docteur* at the Université de Montpellier and became one of the few women of that era to hold two doctoral degrees.

■ Agnes Scott students remembered "Miss Mac" as much more than an accomplished researcher. In the labs of Lowry Hall or the sunny porch of her home ... MacDougall loved to tell stories of the scientists she had known. "She made it sound like it might be fun to be a biologist," says Betty Fountain Edwards Gray '35.

■ She collected rare editions of fairy tales, and, recalls Margaret Bland Sewell '20, "while urging students' increasing interest in amoebae ... took time to read my poems and to encourage me in continuing to write."



MacDougall met Dr. Robert Hegner at the Cold Spring Harbor Laboratory and taught with him in the medical zoology course at Johns Hopkins University. This association led to the co-authorship of their textbook, *Biology: The Science of Life*.

■ In 1943, *The Atlanta Journal* honored her with its Woman of the Year in Education award.

Miss Mac created a lasting memento of this honor by rooting the sprigs entwined in her celebratory

corsage. Descendants of those plants still thrive in the gardens of her friends and near the main entrance to Campbell Hall.

■ For years, MacDougall planned the new science building that Agnes Scott wanted to build when peace came. In the late 1940s, when that project was finally under way, she would haunt the building site, notebook in hand. "Campbell Hall was her dream," recalled Professor Emerita Jo Bridgman '27. "She put a lot of pressure on the architects to get things the way she thought they should be."

■ The dedication of the new building with the latest in laboratory facilities finally took place in 1951, just one year before Miss Mac retired.

ALL THE MAKINGS

The very attributes that define a liberal arts college for women are the ingredients needed to be a successful scientist.

By Lisa Ashmore

For young women intrigued by science, there is convincing evidence that a women's college education can make a crucial difference in whether they earn a degree in the field, especially in physics. Add the particular benefits offered by a liberal arts college and the odds get even better that these women will obtain advanced degrees and fare better professionally. The environment at Agnes Scott is different from that of a research university, says Amy Lovell '90, assistant professor of astronomy. Lovell herself is something of a rarity as only 8 percent of college physics professors are women, according to the most recent study available (1998). Lovell believes that somewhere in secondary education, boys climb into the driver's seat in the lab, leaving girls to watch.

"In high schools and other coed environments, a few of the more assertive (usually male) students get to carry out the experiments and work with the equipment while the women take notes," says Lovell.

In a liberal arts setting, class size is smaller, and students can't hide; they're required to participate. Studies by the National Council for Research on Women show that girls are more successful in math and science programs that incorporate a cooperative, hands-on approach than in programs that stress competition and individual learning. Women's colleges are known to build confidence in their students, a trait needed by women entering science professions.

Lovell knows first hand the journey a liberal arts

graduate takes when she decides to pursue a graduate degree. Knowing how to think conceptually is a plus, especially when your subject is the universe.

"It is easier to take a student with the big picture and help her fill in the details than it is to take a student who can plug numbers into formulas and help her get the big picture," she explains. Also, class size matters in a discipline where it's important to do independent research and develop critical thinking.

"A classroom shared with 300 of your closest friends and a single—often aloof—lecturer is a fundamentally different learning environment from one with a few handfuls of students and their professor who knows them personally," she says.

On a recent visit to Agnes Scott, Jadwiga Sebrechts, president of the Women's College Coalition, noted that in countries such as England and New Zealand where single-sex secondary education is common, the results are striking: girls in those schools score highest on standardized tests, followed by boys in same-sex environments. Girls in co-ed environments scored last.

And while women's colleges comprise only 2 percent of higher education's physics undergraduate programs, they produce 5 percent of females who obtain their bachelor's degree in physics.

Throughout the 20th century, the United States has produced excellent women scientists, many of them graduates of women's colleges. But most Americans are hard-pressed to name them. Madame Curie is about the only name most can recall. Born during the U.S. Civil War, Marie Curie lived and worked in France and won the Nobel Prize a century ago; for some reason, the woman who explored the therapeutic properties of radium is lodged in our collective memory.

But what about America's own Florence Sabin? Encouraged by her anatomy professor, she graduated early from Smith College and Johns Hopkins Medical School, where she became the first female full professor in 1917. A researcher in embryology and the lymphatic system, she was also the first woman elected to the National Academy of Science.

Then there's Rachel Carson—another women's college graduate (Chatham) who

ASC students Yaun Mei '04, exchange student Hanna Makela and Regina Yaskey '03 conduct an experiment in science class.

CAROLINE JOE PHOTO





Amy Lovell '90 (left), assistant professor of astronomy, explains the marvels of Bradley Observatory's Beck telescope to alumnae Eleanor Peterson '99 (center) and Marin Melo '96.

changed a nation's environmental policy through dogged research and elegant writing in *Silent Spring*. We all remember her, but for some reason we prefer to think of her as more an activist than a scientist.

And a more recent Nobel Prize-winning woman many probably have never heard of is Gertrude Elion, who received the award in 1988 after 40 years of work in the field of pharmacology (after she had officially retired). She helped oversee the development of azidothymidine (AZT), the first drug used in the treatment of AIDS, which extended and saved numerous lives.

Perhaps it's the lack of press that women scientists receive that contributes to the continued lack of women in the physical sciences—although more than half of the bachelor's degrees in the country go to women, the attrition level of women in science, especially physics, drops with each progression up the academic ladder. While in 1997 nearly half of high-school physics students were girls, a study the next year found that only 19 percent of bachelor's degrees and 13 percent of Ph.D.s in physics were earned by women.

What may be more difficult is capturing girls in the crucial period from fourth to eighth grade, where for many, interest in science withers. Rita Colwell, director of the National Science Foundation, calls this time—when it is “uncool” for girls to be interested in science—“death valley.”

Chia-Jen Siao, a biotechnology Ph.D. student, posted these comments on a Web site that examines women's roles and challenges in the field. “At my elementary school, it was frowned upon for girls to know ‘too much’ in class, but boys were encouraged to shout out any wrong answer. The biggest problem, I think, is not the dropouts along the line, it's the girls that never make it into the queue.”

Lovell says the other obstacle is a general view of science as something removed from the world the rest of us inhabit. “Underlying our culture, is the thought that one is supposed to eagerly pursue the arts, language, literature and social science, because those make you a more complete and interesting person. However, being interested in mathematics or science makes you less approachable, maybe even scary,” she says.

Lovell herself is a good example of how the right environment can affect life choices. Originally a music major, she changed her mind, graduating in 1990 from Agnes Scott with a physics/astronomy degree. She earned her doctorate from the University of Massachusetts, Amherst and then joined the Agnes Scott faculty in 2000. She says her liberal arts background worked for and against her.

“My first two years of grad school were very challenging, as they were for all my classmates from liberal arts colleges,” Lovell says. “However, one thing we often say about a liberal arts education is that we don't just teach students facts, we help them develop an approach to learning new things. That ability to

“Underlying our culture is the thought that one is supposed to eagerly pursue the arts, language, literature and social science, because those make you a more complete person ... being interested in mathematics or science makes you less approachable, maybe even scary.”



Cassandra Schiller '02 and Maggie Schwab '02 conduct a chemistry experiment to prepare for last year's Spring Annual Research Conference (SPARC) in which faculty and students collaborate on projects designed to develop skills in research, problem solving, independent study and critical thinking.

learn and to teach myself new things is what helped me to conquer the piles of physics problems that required some little-known advanced calculus technique—or to survive the courses taught by instructors whose hearts were far away from the classroom."

Barbara Stitt-Allen '92 says that beyond the concrete scientific principles she learned at Agnes Scott, she also carried with her an assurance that she would not have otherwise.

"I think the most valuable thing I walked away with was more self-confidence in myself—I learned how to be a leader and interact with people," she

says. But the college's emphasis on study abroad and working experience made a difference in her career. She's now a geographic information systems specialist with the Georgia Department of Natural Resources.

She was part of the first "Global Connections" program that visited Hong Kong for three weeks. While there she interviewed soldiers, shopkeepers and college students for a research project on the impact of Tinnemen Square. And while an internship at a local public school confirmed her interest in environmental studies, "I also learned I didn't want to be a teacher," she says, laughing.

That sort of broad experience contributed to the crossover skills necessary to translate science into policy, while weighing the effects upon the public.

And not to be discounted in a male-dominated field, there is a large and supportive network of Agnes Scott graduates who, according to Stitt-Allen, help each other. She tried to repay the favor by working as a sophomore mentor. Less formally, she gets calls from students at the crossroads, trying to determine which field to choose.

"I think my degree really did help me get my job," she says. "There were three reasons: one, I could write; two, I was an Agnes Scott grad, and three, I did have some environmental research experience through my internships.

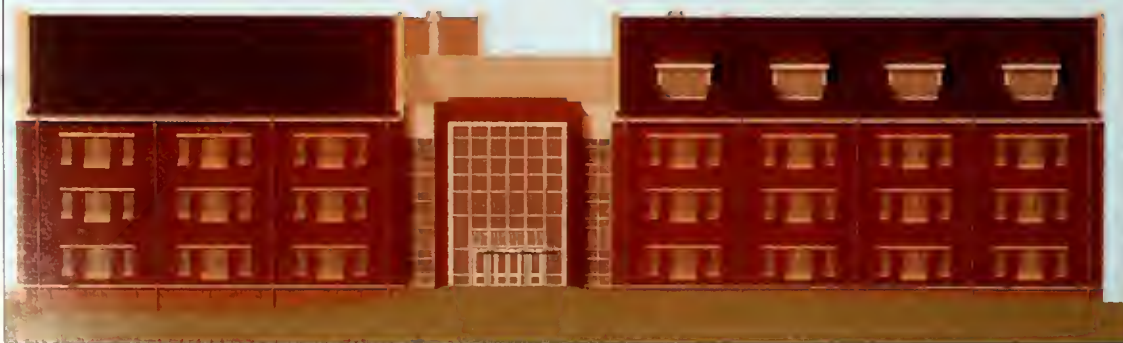
"And although I never thought it would at the time, my organic chemistry really came in handy."

A VISION FULFILLED, A FUTURE PROMISED

Almost since the College's beginning, the sciences have been an integral part of an Agnes Scott education. The first faculty member with a Ph.D. taught science. Throughout her history, Agnes Scott students have taken more advanced science and math courses than women in coed institutions.

Today more than one third of the students come

to the College intending to major in the sciences. In the past 10 years, more than 30 percent of the College's graduates have majored in biology, physics, astronomy, chemistry, biochemistry or astrophysics. The College's new science building, to be opened in early 2003, will provide state-of-the-art equipment and facilities for future science majors.



A BALKAN BRIDGE

Sotto Voce tour cultivates common bonds.

Story and photos
by Chris Tiegreen

Of all the tumultuous regions on the planet few can rival the Balkan peninsula for intractable conflict in recent years. The post-Eastern-bloc fragmentation of Balkan Europe has left Bosnia, Serbia, Kosovo, Macedonia and a host of surrounding pockets of intermingling ethnic groups in constant tension.

Romania, on the northern end of the peninsula, is recovering still from the stifling rule of Nicolae Ceausescu's 35-year communist dictatorship. Bulgaria, while at peace with its neighbors, is uncomfortably close to their unrest. Both struggle economically.

Into this volatile region stepped *Sotto Voce*, Agnes Scott's choral ensemble, on a summer concert tour designed to promote mutual understanding, peace and development. The 13-member group spent a week in Bulgaria and then three days in Romania.

Sotto Voce is an academically credited class. Students prepared for this tour by learning music in Romanian and Bulgarian, by studying the languages and cultures and by reading literature about and from these countries.



Projects promoting peace and development in Romania and Bulgaria abound, sponsored by global, political and economic institutions and by individual governments and corporations. But what sort of project can the private nonprofit sector undertake to stimulate growth and development?

The answer is cultural exchange, according to Patrick Sciarratta, executive director of Friendship Ambassadors, a nonprofit organization begun in 1973 on the belief that cultural tourism is the starting point for sustainable development. While conventional tourism may bring into a country a more substantial amount of hard currency, it has a tendency to water down cultural distinctiveness. It has homogenizing—or even Americanizing—tendencies, Sciarratta says. He and Friendship Ambassadors stress a fairly simple concept: cultural exchange can prompt development without compromising distinctiveness.

Sotto Voce's tour was part of Bulgaria's Festival of Light, a choral event bringing many of Bulgaria's best choirs and several groups from abroad together in joint performances. In this first year of the festival, roughly a dozen Bulgarian groups and individual performers were joined by *Sotto Voce* and the Oregon State University Chamber Choir. The festival is expected to grow, with choirs from Turkey, Macedonia, Hungary and the Czech Republic planning to participate in the future.

"A tour like this commits the Bulgarian cultural leaders and their related tour operators to create a festival that may be repeated year after year," says Sciarratta. "This creates sustainable development. It also protects and preserves what's traditional in Bulgaria—its fine choral groups."

Bulgaria is, in fact, known for a unique choral tradition with particular emphasis on women's choirs (most widely known in the West through *le Mystere des Voix Bulgares*, a well-marketed recording of music typical of a centuries-old vocal tradition).

"I think it's especially significant that we took a women's chamber choir there," says Lyn Schenbeck, *Sotto Voce*'s director. "I don't know of another country that is particularly known for its women's choirs."

Schenbeck points out that the arts are much more integral to European life than to American life. "Even the poorest children often get music lessons," she says. The group was told that most Bulgarians are members of a choir. Sciarratta tested this premise on a bus driver, who responded that he sang in three choirs.

Top right: Surrounded by ASC alumnae and companions, *Sotto Voce* performs in Romania standing on Roman ruins around which a luxury hotel has been built.

Bottom (l-r): ASC students receive roses after a concert; explore the Black Sea at Varna; tour the ancient Sveta Nedelya Cathedral, restored after being bombed in 1924 by the Communists; greet young admirers; and hurry to a performance.





Sotto Voce arrived in Sofia on June 4 and immediately took a two-hour bus ride to Plovdiv, widely considered the cultural capital of Bulgaria. On the bus trip through Sofia and the surrounding countryside, group members were reminded of their surroundings. "Over those mountains to the west is Serbia, where you have heard of much fighting," the guide announced. A little while later came a similar statement: "The rebellion in Macedonia is about 70 kilometers to the south."

But Bulgaria has no conflict at the moment, and the group forgot the volatility of the region after a warm welcome in Plovdiv. It was opening week for the Festival of Light, which would continue after *Sotto Voce's* departure through most of the month.

The festival had been jointly organized by Bulgaria's ministry of culture and Friendship Ambassadors; it was FA's first foray into the country. *Sotto Voce* had received an invitation after Sciaratta sent a tape of one of its performances to the Bulgarian government. The government invited the group to participate, offering an unusual incentive by partially subsidizing the tour.

Sotto Voce followed the festival back through Sofia, then to Veliko Tarnovo, a medieval city in the heart of the country and Bulgaria's capital in the 13th and 14th centuries. From there, the Bulgarian part of the tour ended in Varna, a resort city on the Black Sea coast that was a prime tourist destination during the Cold War for citizens of the communist bloc.

The Romanian part of the tour took the group up the Black Sea coast to Eforie Nord and then inland to Bucharest. After a stopover day in Prague, Czech Republic, the group returned to the United States. In all, *Sotto Voce* performed nine times in 11 days, including a studio CD recording.

But the purpose of the trip was not just to perform; it was to promote peace and development. Did it succeed? Schenbeck presents a case for peace and mutual understanding:

"I had a chance to interact with several conductors at the

Bulgarian festival," she says. "We didn't know each other's languages but we were able to discuss the music. We both saw the same notes on the same page. We are going to exchange music. Next year our choir is going to sing in Bulgarian and Romanian and their choirs will sing in English."

Another case: one of the guides for the Bulgarian tour was Maria, a recent high school graduate from an isolated community in the mountains northeast of Sofia. Fluent in several languages and able to assist with Friendship Ambassadors projects frequently, Maria hopes to attend college in the United States, perhaps even Agnes Scott. In fact, she spent this past Thanksgiving as a guest in the Schenbeck home and visited the campus. Her parents are both highly educated, but their support of her education overseas is less than firm—finances and distance are both issues. But *Sotto Voce* members were drawn to her, both for her linguistic helpfulness and the intrigue of her situation.

They brought home a greater understanding of the issues many Eastern Europeans face, as well as a reinforced awareness that students with great potential can be found in any corner of the world.

The stories abound: a meeting with high school students and a mayor in a small Romanian town hall; a joint performance of "Amazing Grace" with several Bulgarian choirs who had learned the song in English just for that occasion; and the musical interaction that exposed *Sotto Voce* to a choral style that utilizes sounds not heard in American compositions while exposing Bulgarian groups to American genres other than pop/rock.

Indeed, the peace and understanding aspects of the tour were a huge suc-





A Romanian cowboy demonstrates horsemanship at an Arabian horse farm. Tour participants were allowed to ride some of the horses and also learned that the country's economy is so bad that providing food for the horses is difficult.



Sotto Voce sings in the Cultural Palace in Sofia, Bulgaria, one of the many and varied venues at which they performed.



TOUR PARTICIPANTS

Sotto Voce:

Lyn Schenbeck, conductor and director of choral and orchestral activities at Agnes Scott

Lauren Sullins '01, Griffin, Ga.

Julia Stover '03, Bakersfield, Calif.

Leanna Stromberg '03, Erwin, Tenn.

Elizabeth Casey Parsons '00, Duluth, Ga.

Laura Livingston '00, Houston, Texas

Sofia Becerra-Licha '04, San Juan, Puerto Rico

Barbara Washington '01, Lithonia, Ga.

Ginny Bain '04, Baton Rouge, La.

Jill Carson '04, Winston-Salem, N.C.

Catherine Odom Hooper '00, Lilburn, Ga.

Nicole Van Fleet-Kennedy '01, Lafayette, La.

Julie DuVall '00, Atlanta, Ga.

Jessica Tatum Ferguson '02, Atlanta, Ga.

Companions:

Deborah Beach '00, Lithonia, Ga.

Lucia Sizemore '65; director, Irene K. Woodruff Scholars program

Ted Mathews, professor of music

Lawrence Schenbeck, accompanist for *Sotto Voce* trip and associate professor of music, Spelman College

Charlotte Crossland '52 and husband, Bill

Linda Hubert '62, professor of English, and husband, Dick.

Elizabeth Henry '49, Atlanta, Ga., and granddaughter Julia Rooks

Rhonda Edwards '96

Cynthia Lamb, mother of Mary Beth Quinley '92

cess. The economic benefits will perhaps be visible over time as the Festival of Light continues and cultural tourism becomes more commonplace. This trip, in fact, may have laid groundwork toward that trend; it was likely not Agnes Scott's last musical venture into that part of Europe, and Bulgarian and Romanian choirs have expressed interest in visiting Agnes Scott if it becomes financially feasible.

In the meantime, relationships were formed that will continue in cyberspace and will be reflected in music on both sides of the Atlantic. Inhabitants of two regions of the world are a little better understood by each other.

Friendship Ambassadors and the Bulgarian and Romanian ministries of culture are convinced that these are the things that preserve peace. So now are more than a dozen women from Agnes Scott.



MUSIC FOR ALUMNAE

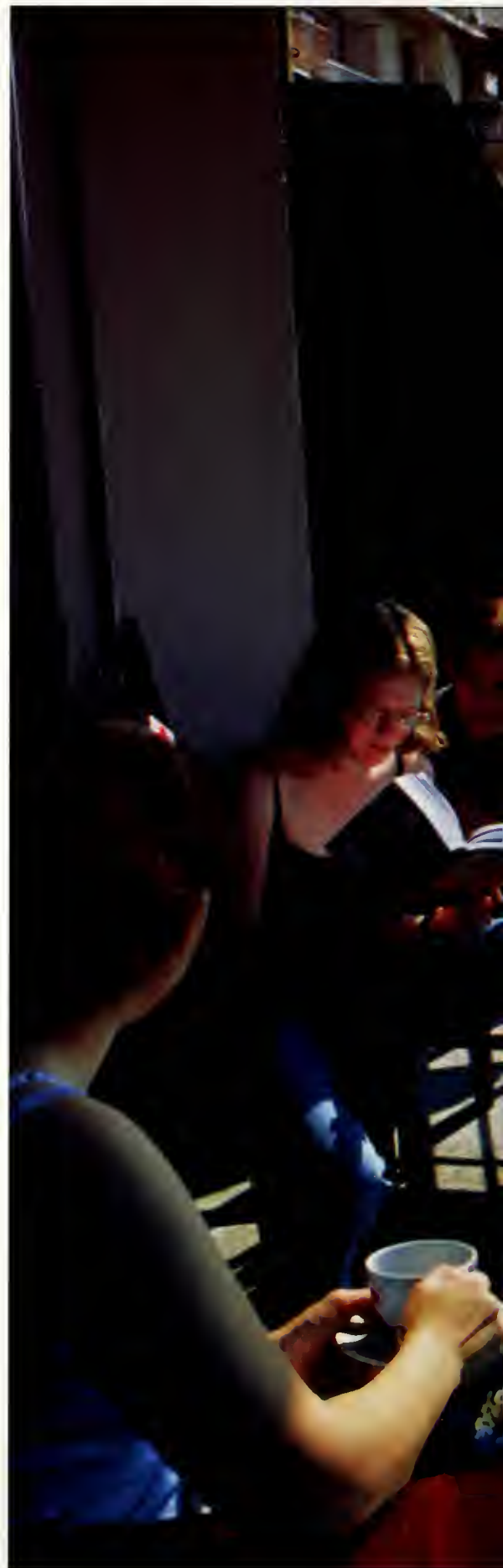
Unlike most academic tours of Agnes Scott students, *Sotto Voce's* trip to Eastern Europe was notable for its accompanying entourage made up of alumnae and relatives.

It is a feature that Agnes Scott's Office of Alumnae Relations hopes to continue. In fact, plans are under way with upcoming trips to China and Ireland.

Alumnae were invited to join *Sotto Voce* and enjoy not only the group's concerts but also the history and culture of the host countries. Nine companions—including spouses, an alumna's mother and an alumna's daughter and granddaughter, in addition to alumnae themselves—accepted the invitation and joined the trip.

While companions participated in most of the same activities as students, they also saw additional sights that *Sotto Voce's* schedule prohibited. It gave alumnae another opportunity to fulfill the "lifelong learning" tradition of Agnes Scott graduates. Schenbeck emphasizes how supportive the companions were of *Sotto Voce*. "They attended every concert."

For more information about alumnae travel programs, contact the Office of Alumnae Relations, 404 471-6323.



Students relax on their hotel balcony overlooking Veliko Tarnovo, Bulgaria's medieval capital.

Far left: Tour participants join in Bulgaria's Valley of the Roses traditional dance for the gathering of the roses, which is done at daybreak while dew is still on the flowers. Bulgaria is one of the main producers of rose oil in the world.



THE CIVICS LESSON OF A LIFETIME

Florida's 2000 presidential election not only provided a "hands-on" civics lesson, it also divided the country into two camps analyzing the ethics, behavior and appearance of an Agnes Scott alumna.

By Jennifer Bryon Owen

There will never be a hanging, dangling or impregnated chad in the state of Florida again," says the woman whose name is forever linked to this tiny piece of paper. Agnes Scott alumna

Katherine Harris '79 found herself in the national spotlight during the 2000 presidential election count in Florida, where her position as secretary of state made her the person to certify that state's results. The rest, as they say, is history.

This past summer, Harris presented an election reform bill to the Florida legislature, virtually every aspect of which she says passed. Foremost in that bill was the creation of a standardized ballot by 2002 and the leasing of precinct-based optical scanners. Her two-phased approach also called for a system that automatically updates registration information and prevents multiple voting fraud.

"We're no longer the national concern; we're the national model," says Harris. Nor has the state "rested on our laurels. We're pushing for even more reform. We're pushing for those people who can't see as well, read as well, understand as well—anyone with disabilities—to make sure they have access to the polls and are able to vote in secret. It's been a very exciting time for elections."

During the summer, she averaged 35 speeches a week, many of which advocated election reform, and she testified before Congress on the subject.

"They praised our efforts. I said we don't need to federalize this system—it doesn't need to be a national bureaucracy. Each state has the mechanics in place to administer. We simply need a one-time funding appropriation," says Harris, noting that elected officials generally are not inclined from a political standpoint to pass election reform.

"There just isn't the political will, but the experience in Florida created so much momentum."

Harris will test Florida's election reform for herself when she runs for the U.S. Congress in 2002. At the time of this interview she had just filed the papers, but had not made a formal announcement, seeking the 13th District seat.

Calling the idea of having a campaign platform

at this stage of the game "so presumptuous," this Democrat who turned Republican in 1986 plans to return to Sarasota and listen to the people. "Then, God willing, I get to represent them, go to Washington, D.C., and take their voice."

This from a person who received 750,000 e-mails and thousands of letters and cards during her five weeks in the spotlight. "Everyone was calling and saying they were praying for me. You just can't have that many people praying for you and not experience something very powerful and peaceful, and that held me very steady."

The only thing she wishes she had done differently during the election controversy was to appear on television more.

"I was only on four times. Everyone thinks I must have been on hundreds of times. My attorneys were concerned that it would be prudent to limit my comments, since we had 43 lawsuits standing," says Harris. "Had I come out more, and people had seen me as who I really am, maybe that would have given a different message. But I only came out when it was absolutely vital that the entire nation was on the same page. I wasn't going to come out and defend every myth they created. That wasn't my job. My job was to be chief elections officer and follow the law—regardless of the outcome."

She notes that Florida law requires the secretary of state to certify a winner of the state's 25 electoral votes according to a schedule, and she says certification is only a procedural milepost, a mere formality with no force of law in a contested election.

"Contrary to media reports, my certification of a winner didn't cut off recounts," Harris explains. "Even the Supreme Court, when it ordered a statewide recount on Dec. 8, said that certifications did not curtail a person's right to pursue a manual recount. [Al] Gore couldn't legally begin his contest until I certified the election, and if his campaign had only allowed my certification of the election according to the statutory schedule, he would have had his opportunity to have his statewide recount. That's something the media just never really clarified."

"We're no longer the national concern; we're the national model. We're pushing for even more reform ... anyone with disabilities—to make sure they have access to the polls and are able to vote in secret. It's been a very exciting time for elections."

While the pundits can have all the rhetoric they wish, says Harris, they can't give one example of her failing to follow the letter of the law. "They say I tilted it toward George Bush, and that simply isn't true. Just after the election, we petitioned the Supreme Court to bring all the cases to Tallahassee as is our right to do, and as secretary of state we asked for that venue. And we asked for a uniform standard. Had the Supreme Court complied, we wouldn't have had all these problems; not at all. But the Supreme Court did not choose to act in that manner, so we had issues that ensued."

The law was her safe harbor, says Harris. Personal attacks didn't bother her—she even learned to joke about it—but she believes they came because her credibility could not be attacked.

"They didn't go after the fact that I was educated; that my master's was at Harvard [with a specialization in international trade and negotiations]; that my undergraduate was at Agnes Scott. They didn't say that I had served in the Senate and I was chairman of Commerce and Economic Opportunities and vice-chairman of Banking and Insurance, of Government Reforms. They didn't go after the fact that I'd passed a hundred bills. They went after my appearance. And, you know, that goes with the territory."

Elections are one of seven divisions in Harris' territory. In addition to this and her first responsibility, which is to serve equally with the governor on the Cabinet, she oversees historic preservation, libraries, international affairs, licensing and corporations. While she believes election reform has been the most stellar achievement and she cares very much about each division, she says a lot of work has gone into the international division.

"Many statues have been changed, and a memorandum of the governor has transferred all of the indirect economic development programs, along with their funding, to the Department of State," says Harris. "When I was elected, we had so many more responsibilities in the international arena, and this is really focused on cultural, humanitarian, economic and diplomatic tools."

Harris, a history major at Agnes Scott with almost enough credits for an art major as well, led historic preservation in Florida to be funded at the highest of any state and funding for cultural affairs to third in the nation.

"We've focused not only on the intrinsic value of historic preservation or the arts, but in terms of arts and education, because children who have arts incorporated into their education make higher on SAT scores. Also, children at risk who have these experiences learn to think differently."

Her administration created grants to lower Florida's 25 percent illiteracy rate, has created a

virtual library program and another program to encourage expecting parents to read.

Agnes Scott figures prominently in Harris' life. Her mother, Harriet Griffin Harris, graduated in 1956, and her daughter attended last year. For Harris, it was at Agnes Scott that she realized she didn't have to compromise her femininity to realize her potential. "Agnes Scott gave me the confidence that I could do anything I desired. That was an extraordinary development for me, mainly because I didn't have to allow society's stereotypes to limit my horizons. Those kinds of circumstances, the kinds of philosophies that I had in terms of making tough decisions, helped when I faced the recount."

"At Agnes Scott, I had a chance to come to terms with my femininity, and I love being a woman," she continues. "I can be feminine and be accomplished and work very hard at the same time. I don't find those incongruent."

It was also her Agnes Scott experience that led her—in an unlikely way—into politics. While a student, she did an internship in Washington.

"I hated politics. I was really disillusioned. I was very naïve when I went there and came home wanting to stay naïve. But my passion had been really in, not only social issues, but also the arts, historic preservation and education."

This passion landed her a governor-appointed position on the board of the John and Mable Ringling Museum of Art in Sarasota, Harris' hometown. "When a senator cut funding and almost destroyed the museum and then the next senator thought a Reuben was a sandwich—the museum has an extraordinary collection of Reubens—I tried to find someone to run against that senator. I couldn't find anyone, so I did."

Believing public service is a noble calling, a wonderful opportunity and probably the greatest learning experience of a lifetime, Harris encourages today's Agnes Scott student to pursue a career in which she can make a difference. Harris cautions anyone wanting to enter public service to practice it before asking people to elect her to an office—and to be sure she's up to the task.

"Don't be afraid to take the lowest rung on the ladder," advises Harris. "Be willing to do anything to get the job done. I take out my trash, I sweep the floors. It doesn't matter. Just be available."

Such an approach has garnered Harris numerous honors for her work. Among these are the Florida Arts Advocacy Award, the Florida Economic Development Legislator of the Year Award, the Florida United Business Association Outstanding Legislator Award, the Milton N. Fisher Award for International Trade Advocacy, and the Sarasota Humanitarian of the Year Award.



When a state "senator thought a Reuben was a sandwich—the museum has an extraordinary collection of Reubens art—I tried to find someone to run against that senator. I couldn't find anyone, so I did."

Two alumnae find personal and career fulfillment in scientific endeavors.

BECAUSE WE ALL KNOW SOMEONE

Ruth Feicht '86

In 1999 alone, almost 40,000 patients chose brachytherapy as treatment for their cancer. An Agnes Scott alumna was instrumental in providing this option for them.

Ruth Feicht '86, one of four founders, serves as president of International Brachytherapy Inc., the American branch of IBt founded in 1996, which is a subsidiary of Belgium based IBt s.a.

"We started IBt because we wanted to provide better brachytherapy tools for doctors to use to treat cancer, and my colleagues had some ideas for innovative brachytherapy devices," says Feicht.

The word "brachytherapy," derived from the Greek words *brachys* (short range) and *therapeia* (treatment), refers to a medical treatment that involves the positioning of rice-sized radioactive sources near or inside cancerous tissue. IBt manufactures cancer-fighting products called "seeds," cylindrical titanium implants that use localized radiation to target cancerous tumors in favor of

radiating the whole body.

IBt's purpose is to provide cancer patients with effective treatment while preserving the patient's quality of life by developing, manufacturing and marketing a comprehensive line of radiotherapeutic implants for use in brachytherapy. The seeds, which are cleared to treat solid mass tumors, have aided in the treatment of prostate cancer, cancer of the tongue and some types of skin lesions. IBt's goal is to increase the use of brachytherapy in the fight against cancer. Its aggressive vision of the future of brachytherapy includes the hope that one day seeds will be used to treat more types of cancer, including cancer of the head, neck and breast, and that the seeds may even be used in treating keloid scars.

FEICHT'S EXPLANATION for leaving her position with a telecommunications company to be a part of this is simple: "Everybody knows somebody who has had to fight cancer."

Her responsibilities in this battle

include a multitude of tasks.

"My job ranges from signing legally binding documents to taking out the trash. Ostensibly, I split my time between marketing and sales and administrative tasks. I just returned from a big medical physics conference out in Salt Lake City. So, I've been contacting customers and trying to catch up on paperwork since I got back. I also manage the relationship between our company and our U.S. distribution partners."

The choice of Belgium as operating grounds reflects the adage "loca-

tion, location, location."

"Four Americans founded the company, and we figured that the European market would be big. However, we would never be able to crack that market unless we were headquartered in Europe. We chose to locate in the southern part of Belgium in an area called the Region Wallon, which is an Eastern Union economic development zone. We were given grants and very favorable research and

development loans by the EU and the Region Wallon," says Feicht.

One of the company's products, InterSource¹⁰³, is a tiny, hollow,



CAROLINE JOE

hermetically sealed radiotherapeutic implant. Benefits of this breakthrough treatment include a short half-life, which allows initial high activity to attack aggressive cancerous cells, and a non-toxic isotope that reduces patient risk. InterSource¹⁰³ seeds can be implanted using standard implant instruments and needles and have been available in the United States for a couple of years. Another product, InterSource¹²⁵, is similar to InterSource¹⁰³, but utilizes iodine as opposed to the palladium used in InterSource¹⁰³.

The company's latest product, InterStrand™, involves fixing InterSource® seeds along a biodegradable string—visualize a tiny version of swimming pool rope lanes—in order to ensure uniformity and further sparing of healthy tissue.

As a student at Agnes Scott, Feicht discovered the importance of human relations and a liberal arts education.

Before being exposed to a multitude of opportunities at the College, Feicht aspired to be a lawyer. "I started out an English major, then became and English/psych major. However, when I thought about what I really like about English—analyzing things, interpreting what I read and writing up a synthesized

analysis—I figured I'd do more of that kind of stuff in psych. Plus, I really liked the psych department. Dr. Carden and Dr. Drucker were fantastic teachers. They expected a lot from you, and if you put in the time, they'd help you reach your full potential—or certainly stretch you to the max."

TEACHERS SUCH AS these are the reason Feicht contributes time and resources to the College.

"Agnes Scott's given me a whole lot—I owe something and always will."

She prefers to contribute financially in honor of someone, rather than writing out a check and letting the money enter the fund anonymously. She and six others created the Ayse Ilgaz Carden Award to honor psychology professor Carden. When her former professor learned of the award, remembers Feicht, "she looked at me and said, 'This is one of the best days of my life.'"

After graduation, Feicht served as a research assistant for Carden. One of the other founders of IBt is John Carden, her former professor's husband.

Feicht believes Agnes Scott is "all about the people." She offers advice to alumnae who may be wary of changes made at the College since

their attendance. "One thing that hasn't changed is that the students are still good people trying to find their way in the world. They're the same kids we were when we were there—they're just in a different society."

—Victoria E. Stopp '01

To learn more about IBt, go to <http://www.ibt4seeds.com>.

GENETIC COUNSELING IN A NEW LANGUAGE

Carrie Mastromarino
Haunstetter '96

Imagine the thrill of working in groundbreaking research. Imagine the challenge of doing it in a language you don't speak. That's the experience of Carrie Mastromarino Haunstetter '96 who works as a genetic counselor for cancer patients and their families in Heidelberg, Germany.

The University of Heidelberg serves as one of six centers in Germany with funding from the German Cancer Aid organization to study hereditary colorectal cancer, and Haunstetter finds herself creatively applying her training in genetic counseling in a non-traditional way to conduct cancer research there. "Instead of working as a

genetic counselor with human genetics, I am a genetic counselor within a department of surgery," she says.

"My main responsibilities are to recruit appropriate patients from our surgical wards into this study, maintain a large database with all the documentation of the study participants and to help counsel patients and family members about cancer prevention recommendations and follow-up care during our weekly outpatient clinic."

The aim of her current study is to gather familial, clinical and genetic data that will advance scientists' understanding of hereditary colon cancer. In recruiting patients, Haunstetter looks at the candidates' medical charts before their surgery and talks briefly with them about their family history of cancer. "If they meet the proper criteria," she says, "then we schedule them an appointment in our outpatient clinic. I also get informed consent from them to perform molecular analysis on a part of their tumor, which is a screening test for this hereditary form of colon cancer."

After completing a combination major of biology and psychology at Agnes Scott, she earned her master's in science from The Johns Hopkins School of Public

Health in May 2000 for her training in genetic counseling. A close friend actually enlightened Haunstetter about the field, encouraging her to pursue her interests in working closely with people and counseling, and also to fulfill her desire to remain on the cutting edge of science.

Genetic counseling "was completely new to me," recalls Haunstetter, "but seemed like a perfect marriage of my main interests."

While attending a meeting in Boston on the legal and social issues regarding genetics, she met a German cardiologist working as a research fellow in Boston. "We ended up falling in love," says Haunstetter. They were married in April 2000. Shortly thereafter, Haunstetter moved to join her husband in the "wonderfully romantic town" of Heidelberg, where they live on a hillside overlooking the Neckar River. Haunstetter's husband is a senior fellow in the cardiology department at The University of Heidelberg.

Haunstetter's prospects of finding a genetic counseling position in her new home seemed grim because in most European countries genetic counseling is frowned upon unless practiced by a licensed physician. However, she enlisted the aid of one of her graduate school adviser's pro-



fessional contacts, a woman who is a surgeon and formerly was at the University of Heidelberg.

"I asked her about the climate of genetic counseling for a person with my kind of background, and she immediately hooked me up with her former colleagues, saying that they could use someone with my training. I thought I was dreaming," says Haunstetter. "I arranged to have a series of interviews at Heidelberg. They were intimidating meetings, but I was offered a job to begin work after only a few interviews."

Haunstetter remarks that

her current colleagues are more progressive than many others in the field and they recognize the value of a master's level genetic counselor.

"The language barrier is particularly challenging," exclaims Haunstetter, who had received only two months of language instruction when she began her position. "I have learned enough German to communicate effectively with colleagues and patients. However, my days are still filled with little challenges related to simply speaking, such as being mid-sentence and realizing I lack a few vocabulary

words to finish what I set out to say, or trying to speak with an older patient in the hospital speaking a particular German dialect." She delights in her little "victories" when she communicates things that a few months ago she could not have done.

Haunstetter wants to become more involved in the ethical and social issues regarding the expansive field of genetics, including testing and research. She believes that society must decide how best to use the tools produced by genetic technologies. On this note, she is excited to know that Agnes Scott will be incorporating instruction in bioethics into future curriculum.

Agnes Scott gave Haunstetter the motivation and perseverance to do the important work she is doing today. "Agnes Scott provides a stimulating and nurturing environment so students have numerous opportunities to do a lot on their own with the expertise and close guidance of the faculty," says Haunstetter.

"In the end, I left Agnes Scott with the self-confidence that 'I can' take on something big and develop it well, applied to whatever situation, whether professional or personal."

—Victoria F. Stopp '01 and
Kristin Kallaber '04

LETTERS

Robert Frost continues to revive alumnae memories; another view of the Apocalypse.

LITERARY MAGAZINE

I want to say how much I look forward to receiving the alumnae magazine.

Although it does contain news of the school and the alumnae, it is really a literary magazine, beautifully written and interesting, a reminder of the quality of the Agnes Scott education. Usually I read every article. Thank you to all who put it together!

Margaret Moses '64

Please let me congratulate you for the extremely high quality of the AGNES SCOTT ALUMNAE MAGAZINE. I hope you are submitting it to various national competitions; it is "top drawer." I think the article on Dierdre ["A New Day for Nigeria," Fall 2001] is especially good.

Della McMillan '75

IMPRESSIVE MEMORIES

I enjoyed Margaret Pepperdene's article on Robert Frost at Agnes Scott.

Some of us, perhaps the literary club, were invited to the Alumnae House to meet with him (before or after the lecture evening).

How lucky we were to

have Edna St. Vincent Millay, Carl Sandburg, Thornton Wilder and others. The economist, Stuart Chase, lectured in '36 or '37 and memorably said, "We will be at war in five years." I have impressive memories of them all.

Brooks Spivey Creedy '37

FROST RECALLED

I've just finished reading cover to cover the new issue of the alum magazine, and can't resist trying to express my profound appreciation for the marvelous work that put this together. I've always been proud of and grateful for my Agnes Scott heritage, and yet it only enlarges with the years, as I watch the College grow and deepen, ripen!

This whole issue is of such fine quality, but of course it is the Robert Frost stories that light up my imagination and memories, and motivate this message. As a member of the Class of 1950, and an English major under Miss Laney's tutelage, my memories of the Frost visits are warm and deep. I was privileged to be asked to squire him around, take him to student lunches and be available to Miss Laney for "gofer" errands related to his visits.

I was deeply moved by Miss Pepperdene's article, for it brought back so much of the richness of those years, of hearing Frost read his poems—I never read them that I don't hear the cadence of his voice echoing in my head—these many years later. One never forgets that voice! Like Linda Hubert, I was young and "green," totally awed by the presence of such a giant, and certainly unable to take full advantage of being with him. I struggled to make conversation at first, but soon found, as did others, that one only needed to listen! But there is no question his visits are one of the high peaks of my years there.

Dr. Alston was my mentor and dear friend, and the picture of him seated in Gaines Chapel, while Frost speaks, also brings the flood of warmth of his teaching, his personal concern for us students and the quality of his life and outlook that forever formed who I am. (He and I corresponded, visited and telephoned over many years after graduation, as his gracious friendship continued to influence my life.)

I would like so much to thank Miss Pepperdene for her marvelous article, which so much catches the flavor of

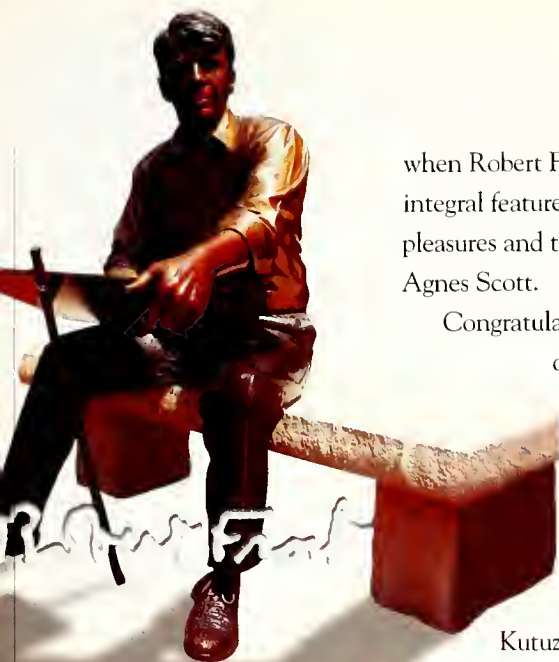
Frost. (She was right about Miss Laney—not many would dare address her in any personal or presumptuous way! But what a dear friend and mentor she was, and is a standout among my memories of beloved professors.)

So, thank you again for the fine issue and your inspiring interpretation of the vision and quality education afforded at ASC. It continues to be a star-gem in the crown of liberal arts colleges, and I am once more, as always, proud to claim it as my alma mater.

Rev. Ann Williamson
Young, '50

It was wonderful to see the Leo Cherne bust of Robert Frost on the pages of the Spring/Summer 2001 issue of the ALUMNAE MAGAZINE. Also the two superlative articles on Robert Frost and the ASC connection so wonderfully depicted, described and celebrated!

And now there is even a wonderful life-size statue of the young Robert Frost residing in the newly landscaped Alumnae Garden. What a wonderful and appropriate way to show to all the prevailing and abiding presence of Frost! I wish I could have been there for the spectacular



when Robert Frost was an integral feature of the many pleasures and treasures of Agnes Scott.

Congratulations on the outstanding magazine and on this particular issue. The story about Elena

Kutuzova Venuti

reinforces the glow of warmth I feel about Agnes Scott in my day and now as it broadens its perspectives.

Elizabeth Alderman

Vinson '40

event. I know a stunning time was had by all!!

I'm grateful that Robert Frost has found a nice niche in the President's House at Agnes Scott.

That really was an outstanding job you all did—not only on Robert Frost, but also the other coverage as well—Updike and all.

Keep up the good (GREAT) work!!

Vaughn Earl

Hartsell

EDITOR'S NOTE: *The bust of Robert Frost by Leo Cheme was given to Agnes Scott by the estate of George W. Kinnard and in honor of Hartsell's daughter, Paige Hartsell-Dupont '92.*

The Spring/Summer issue of the magazine is interesting to read and lovely to the eye. Since I graduated with the class of 1940, I feel a special connection to the years between then and 1962,

ONE OF THE BEST RECALLED

I had lunch today with Dot Joyner '41. She wanted me to tell you that she thought the latest ASC magazine was just great and one of the best she remembered.

Betty Derrick '68

LOVE THE MAGAZINE

Virginia Dunaway '56, Memphis campaign chair, and Virginia Kletter '53, Memphis campaign volunteer, LOVE the new ASC magazine!

Betsy Bilbro '97

A DIFFERENT REVELATION

As an alumna of ASC, I was astounded to read the review of Professor Tina Pippin's book, *Apocalyptic Bodies*, which appeared in the Fall 2000 issue of the ASC ALUMNAE MAGAZINE. Has ASC taken a giant leap forward into the post-Christian era? Our founders would be greatly saddened to see such a turn away from the values they gave their lives to establish.

Those of us who have spent this past year studying John's apocalypse have come to the conclusion that Revelation answers the longing

and prayer of those martyred souls, bringing hope and comfort to saints not only in the first century suffering severe persecution under Roman emperors, but to saints under persecution in all times, even today! We ourselves have been comforted by these words of the Apocalypse, as some of us came to the study with great fears of the impending terrors and fears that our loving heavenly Father may somehow have compromised His goodness in this final revelation.

What we discovered instead is that Revelation is a perfect ending to God's redemptive plan and a love letter to His church!

This love letter proclaims the good news and blessed assurance that in the fullness of time He will avenge not only man's wickedness against God, but also man's inhumanity to man! It is man, not God, who grows more and more dangerous in the passing earthly millennia!

God hates the very things men claim to hate, but practice. Only He can and, apparently, wants to make all things new. It is by His grace alone, for it is surely undeserved, and men have proven themselves over many millennia not only unable, but even unwilling to bring good

things about.

Is it really okay to focus only on the horrors of God's judgements on earth, to dismiss the truths that it is through those judgements that He will destroy the first things that have caused such anguish among men, that it is through these re-creative actions He will bring about joy and peace among men? God's judgements and re-cre-

ation go hand in hand. To separate them in an analysis of any part of the Bible violates cardinal principles of proper Biblical exegesis, producing not good interpretation, but prejudice instead. The Bible says God is love and God is just and God is one.

Sally S. Howard '60

EDITOR'S NOTE: *Because of the length of the above letter, only a portion could be reprinted here.*

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GIVING ALUMNA

Good teachers create a cycle of making things happen.

Kim Davis '00 knows about giving back. As a recent college graduate, she draws daily from what she received at Agnes Scott to educate to her first graders at Oglethorpe Elementary, a school primarily serving a low-income population.

Now in her second year of teaching, Davis' career began through an appointment with Teach for America. Her decision to join them came down to the organization's motto: "One day, all children in this nation will have the opportunity to attain an excellent education."

"I really believe that," says Davis. "Teach for America pushes to put good teachers in places where people don't want to teach—they make things happen."

Davis, who was a religious studies major, uses her Agnes Scott education and her memories of Professor Tina Pippin's classes. "Tina Pippin allowed me to be me—she put no limits or restraints on imagination, creativity or thought processes. She was real and up front, and I felt that if she could do that, it was okay for me to do the same. She allowed me to feel safe in an academic environment, and I try to provide that for my students."

The most difficult aspect of teaching for Davis is having to be multi-faceted. "I'm not only a teacher, but a parent, friend, counselor, social worker." However, the rewards outweigh the struggles. "I can see change and transformation happen—I can see light bulbs going on in their heads."

Frequently she is invited to visit her students' homes, and the visits often are sobering as well as rewarding. "I've learned so much going to their homes. It's awesome. But you see why they

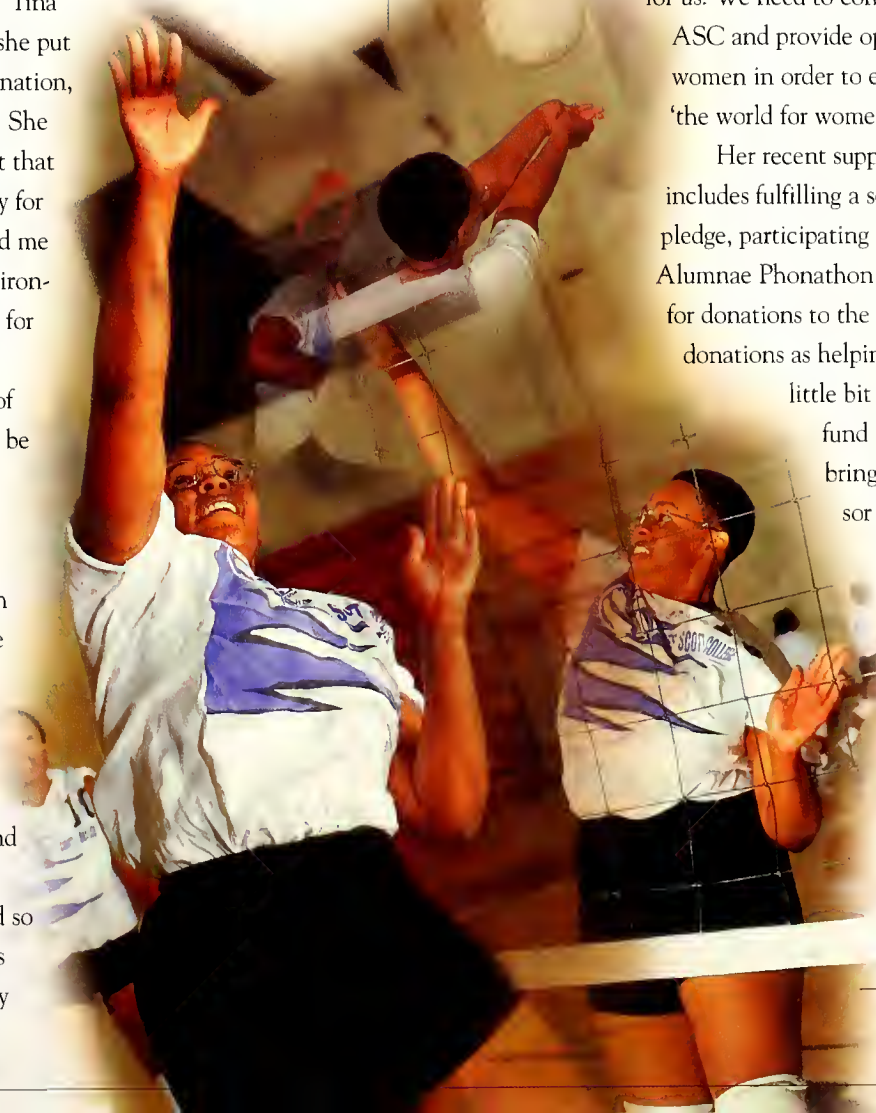
sleep in class—eight people in a two-bedroom apartment. When they know I care, learning is so much easier."

Davis extended her two-year Teach for America contract by another year, thereby reaping the benefit of continuing to teach and of getting a master's of elementary education from Georgia State in order to become a certified teacher. The university works with Teach for America to ensure continuing education for interested teachers. Her long-term goal includes more education. "In five years, I see myself in grad school for a master of theology. I want to teach again—soon—but I want to be a professor."

As the ASC Class Fund Chair for the Class of 2000, Davis supports education by donating and by encouraging others to donate to Agnes Scott. "It's important to give back because the foundation was already set for us. We need to continue the legacy of ASC and provide opportunities for women in order to ensure that it really is 'the world for women,'" says Davis.

Her recent support for the College includes fulfilling a senior year personal pledge, participating in the Young Alumnae Phonathon and leading a charge for donations to the Annual Fund. "I see donations as helping change occur. My little bit of money helping fund a scholarship or bringing in a new professor makes that change happen. Also, it doesn't matter how much you give. It's important for students to see a young alumna, someone they know, caring about them."

—Victoria F. Stopp '01





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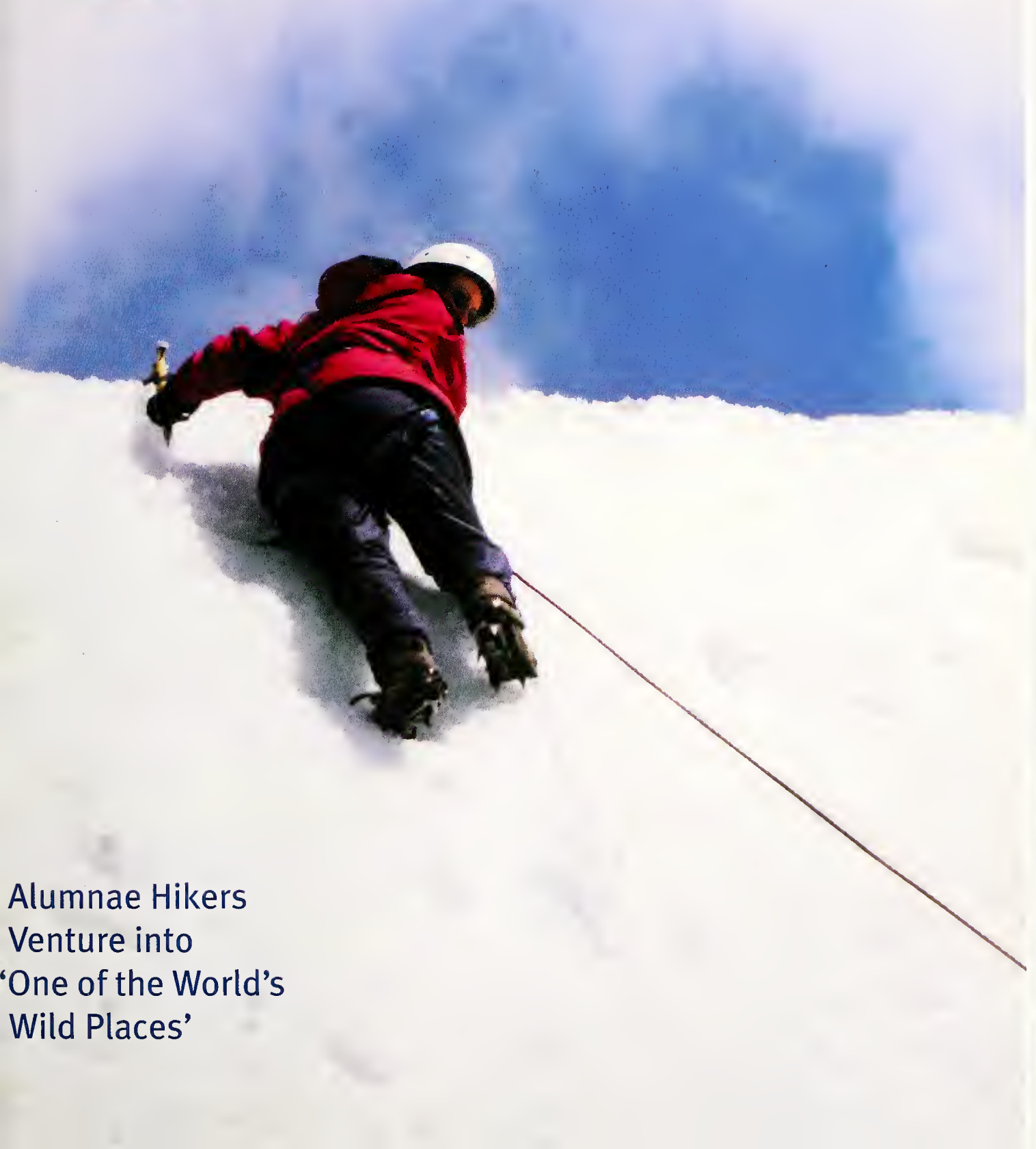
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A Balkan Bridge: Of all the tumultuous hotspots on the planet, few can rival the Balkan peninsula for intractable conflict in recent years. Into this volatile region stepped Sotto Voce, Agnes Scott's choral ensemble, on a summer concert tour designed to promote mutual understanding, peace and development. The 13-member group spent a week in Bulgaria and then three days in Romania. To learn more about the impact of their tour and its implications for ASC's future, see the story beginning on page 15.

Agnes Scott

Spring/Summer 2002 Alumnae Magazine



Alumnae Hikers
Venture into
'One of the World's
Wild Places'

GUEST COLUMN

Our liberal arts education provides us with the resources for meeting the challenges and opportunities facing women who are fully engaged with life.

Our years at Agnes Scott did not teach us the answers. They taught us how to think. Agnes Scott didn't simply allow us to lead but fostered the self-assurance that allows us to seize opportunities, recognize possibilities and to be students for life. All of us, I believe, can thank our liberal learning tradition for preparing us to invent and reinvent ourselves throughout our lives.

Three years ago, by choice, I left the corporate world where I had made my career. It was a scary decision because I knew that, at age 53, I could never go back. I left because it had become harder and harder to find meaning in my work. I loved my profession—marketing—and still do, but something was missing. At the pace I was going, I knew that I'd never figure out what it was unless I took time to listen to my longings.

For the first time in 20 years, I wasn't going to work every day. I was "on sabbatical," an enviable but foreign lifestyle for those of us not in academia. And thanks to that opportunity for soul-searching, 12 months to the day after my sabbatical began, I started the next phase of my life by becoming director of alumnae relations at Agnes Scott.

In his book *Transitions: Making Sense of Life's Changes*, William Bridges affirms what we know. The need to weather change happens more than once in our lives, and taking a "time out" is an important part of the process. For me, the time I spent, in what Bridges describes as a "neutral zone," allowed me to acknowledge what was missing—friendships with women, being in an environment where people affirm and support each other, and to affirm what I enjoy, every facet of the marketing profession. When the letter came from Lewis Thayne, vice president for institutional advancement,

describing the College's search for a director, I knew that this was the place where all those seemingly unrelated pieces could come together and where I would find meaning in my work.

As I have met you at local alumnae gatherings and campus events, I have encountered so many whose stories witness to the value of liberal learning as preparation for a full and meaningful life. You have had experiences similar to mine in which you took stock of where you were

and where you wanted to be. If the two places did not line up, you did whatever was necessary to make them. Whether it was to return to school for another degree or to embark on a totally different career, you have done it, and you had resources gained at Agnes Scott to help you.

Others of you intentionally set new goals for yourselves and find exciting mind—and sometimes body—stretching ways to challenge yourselves.

You enhance your lives by giving to others.

You continually create lives for yourselves by undertaking new experiences. And these things are done at any age, and sometimes frequently,

throughout your lives

Our liberal arts experience has the power to deepen our humanity and to invest us with the capacity to imagine fully. It gives us the knowledge and insights to make connections where they haven't been made before, in the world and in our lives as women.

With this foundation undergirding us, what rich lives lie in front of us!

Marilyn Johnson Hammond

—Marilyn Hammond '68



Agnes Scott College Alumnae Magazine
Spring/Summer 2002, Volume 78, Number 2

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Climb to the Top, and Kiss the Carabiner

Agnes Scott alumnae from the '60s hike in the
breathtakingly beautiful area of Patagonia.



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Mapping the Unknown

By Leisa Hammett-Goad

An alumna looks at recent terrorism through
personal experiences of almost 60 years ago.



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An Antidote to Self-Absorption

By Dawn Sloan Downes '92

Faculty volunteers pass along the values
found in helping others.

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Eudora Welty, 1909–2001

By Linda Hubert '62

Agnes Scott remembers a special friend.



18

The Sons of Agnes Scott College

By Jennifer Bryon Owen

Through the years, many men have been
shaped by mothers who attended college in
this place.

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COVER PHOTO BY KATHY REYNOLDS DOHERTY '67

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Creating beauty from disaster, calling students to action and unraveling the 1938 beer jacket mystery



Alex Pajak '04 composes an award-winning musical representation of September 11.

SEPTEMBER 11 INSPIRES WINNING COMPOSITION

Alexandra Pajak '04 is always working on something—whether it's biology lab projects or composing music—and it's paying off.

The biology/music double major from Watkinsville, Ga., succeeded in writing a

special piece, *Day of Darkness*, a musical representation of September 11. Pajak's piano-flute duet is one of six winners out of 24 entries in the Student Composers Contest for Original Chamber Works in the Gulf Coast Festival of New Music at the University of South Alabama.

"I liked the idea of trying to combine an American instrument and something that is similar to a Middle

Eastern instrument," Pajak says, adding the flute is similar to reed instruments used in the region. She wrote the piece in three months after doing extensive research with her Agnes Scott College composition teacher Martha Bishop on Middle Eastern instruments, song forms, scales and rhythms.

Pajak, the 2002 recipient of the Elizabeth R. Griffin

Foundation Internship, described the piece as being tension-filled at the beginning, climaxing into a chaotic middle section and concluding with a similar level of tension but with thoughtful, hopeful notes.

"Alex did an excellent job of blending the two styles of music," says Bishop, artist affiliate in cello and composition who taught the non-credit class. "Alex utilized all

the material and suggestions at her disposal very well and wrote a piece that I was very pleased with."

The competition prize includes having the piece premiered by professional musicians and a recording of the performance. Although Pajak and Bishop were unable to attend, Pajak has asked the musicians to critique her piece.

An accomplished pianist, Pajak was encouraged to attend Agnes Scott by her piano teacher, Joey Hokayem. Hokayem, who wrote *Fanfare for the Spirit of Athens* for the 1996 Olympics, was impressed with the College's connections to entertainment and how it teaches students to apply classical Western music to "real life."

"Most of all his perpetual encouragement and motivation convinced me that music was something I truly love," Pajak says. "Because of Joey, I am studying music at Agnes Scott and will always be involved in music. My success in this competition is largely due to his influence."

Although Pajak enjoys all her classes, the composition class is a favorite. "It's a really creative class. It has taught me discipline. Mrs. Bishop has turned composing into a craft instead of a cosmic art form."

In addition to *Day of Darkness*, Pajak has written 12 songs for the Ocean Society's Marine Education Program, which is in more than 20,000 U.S. schools. While simple, the songs about whales, sharks, fish and sea turtles are perfect for what they are designed for, Bishop says.

"Most, or probably all, composers go through a maturation process, and that is what Alex is doing," Bishop says. "Most are just not so lucky to have their early efforts picked up for publication by a national organization."

"I'm happy if I have one really good piece—something I feel comfortable with—a semester, maybe two a semester," Pajak says.

With her Elizabeth R. Griffin Foundation Internship, Pajak will study at Georgia State University with Julia K. Hilliard, professor of biology. Pajak will research zoonotic diseases, diseases that humans can get from animals, and learn about safe ways to do such research.

Pajak sees a career in disease research, but if she could make a living through music, she definitely would do it. "Otherwise, music would just be a hobby, but a really important hobby."

—Wendy Cromwell

ROCKING THE VOTE

At the invitation of MTV and Rock the Vote, Katie McGee '02 spent two days in Washington, D.C., in late February tackling civil liberties, homeland security and economic stimulus with the heads of the American Civil Liberties Union, National Association for the Advancement of Colored People, Heritage Fund and Cato Institute. But, she missed her chance to appear on MTV.

Because of her work with MTV's Rock the Vote campaign, McGee had been asked to appear as a student activist on Secretary of State Colin Powell's internationally televised Global Forum program on MTV, but was bumped at the last minute. Still, with other students, she met with Sens. Joseph Lieberman, John Edwards and Jesse Helms, among others.

"D.C. was so awesome . . . to be able to engage with other student activists," she says.



Katie McGee '02 rocks the vote all the way to D.C.

While there she also taped a 15-minute public service announcement, due to air this year, for the new 7UP Speak Up campaign in which youth are encouraged to enter a confessional booth touring the country and speak out on what concerns them. McGee spoke about hate crimes in the South, especially against Arabs and Muslims since September 11.

Last year 15 community street teams registered voters and collected signatures nationwide for the Rock the Vote campaign—and McGee led one of the most successful. "The bulk of the signatures," she says, "were gathered during the Pride Festival last summer and at other festivals and concerts." With the Atlanta group collecting 6,300 signatures out of a total 23,000, she suspects her group acquired more than even New York City.

The campaign also emphasized petitioning for federal hate crimes legislation—one of McGee's main issues. If she decides to study criminal law, she particularly wants to study new techniques being used to try hate crimes.

McGee, who was president of Student Senate this year, plans to attend Loyola School of Law. She will continue working on Rock the Vote, especially trying to

make absentee ballots more accessible to college students. Atlanta actually has the second largest college-age voting population in the country (Boston is first), McGee says, but one of the lowest voter turnouts for 18 to 25 year olds.

Professor Cathy Scott, McGee's academic adviser, says she has been an excellent student. "She has been such a positive presence on campus, through her work in Senate especially. Her off-campus work with Rock the Vote demonstrates her keen interest in motivating young people to take an interest in politics," Scott says. "She has an open mind and makes a genuine effort to listen to different points of view. She is perfectly willing to have her own ideas challenged and is not afraid to voice her own opinions."

—Kristin Kallaber '04

BEER JACKET GRADUATES—AGAIN

The Agnes Scott beer jacket was a mystery in 1942, and it remains a mystery in 2002. Jeanne Lee Butt '42 can't remember who gave her and the other 1938 first-years beer jackets.

When Butt attended her 50-year reunion, she was the



When Allison Butt '02 left the campus, so did a College mystery.

only one who returned with her white, denim jacket full of colorfully embroidered signatures from classmates, professors and staff—which she thought had been the point of receiving the beer jackets. Actually, she was the only alumna who even knew what a beer jacket was.

Her granddaughter Allison Butt '02, who was given the jacket when she enrolled at Agnes Scott, graduated this spring—exactly 60 years after her grandmother. As the jacket leaves the College again, there is still no new

information about why this particular item appeared on this particular campus, and apparently for one year only.

Beer jackets seem to have begun with Princeton University's class of 1912. After noticing that beer foam spotted their clothes, students began wearing denim beer suits while they quaffed beer at the old Nassau Inn, mainly to avoid cleaning bills. However, wearing a beer suit was a privilege awarded only to seniors and, with the class of 1918, seniors began putting distinctive

designs on the backs of their jackets.

Although beer jackets did pertain to drinking, Butt '42 maintains that their purpose at Agnes Scott had nothing to do with consuming alcohol. "My grandmother told me that everybody was given a plain, canvas jacket," Butt says, "and told that it was supposed to be a fun thing where they get all their friends from the College to sign it and put whatever else they chose on it. Then they could embroider it, as a summer activity." Her grandmother finished embroidering the jacket in the summer of 1939.

Butt's fellow classmates at the '92 reunion were appalled at the very idea of such an article of clothing being distributed through Agnes Scott, a campus known nationwide for its teetotal stance. Yet none could deny the blatant presence of their own signatures on the jacket. The signatures of President McCain, William Dieckmann and Carrie Scandrett are also on the jacket, along with pictures of Georgia Tech football players, the trolley that ran alongside the College and a mock ticket that says "You are campused for..." Since she is from Florida, Butt lettered that on the back, while Agnes Scott

is sewn on the collar. She says she knew it must be called a beer jacket because of its buttons, which have beer kegs and mugs on them.

Apparently the class of 1942 was the only one ever to receive jackets. The 1938 *Silhouette* mentions the trend just once in a recap of April—"Beer jackets just spread all over the place—who started it?" Even students of the late '30s were puzzled.

Of her grandmother's jacket, Butt says, "It's like the coat of many colors. I usually wear it to the Legacy Teas at President Bullock's house, just because it's kind of fun for everybody to see something that relates to their legacy too."

Although the jacket is in good condition, it is showing the passage of time. Butt says that even though she is afraid it will get damaged, she still wears the jacket around campus occasionally. "My grandmother told me, 'I know this is really delicate, but I want you to wear it. It's meant to be worn, it's not meant to be hidden away.'"



Today's classmates think the jacket is great. During a recent "wearing," Butt encountered a friend who had never seen it. "The first thing she noticed about the jacket was the 'Please, don't walk on the grass' sign," she laughs, "and my friends were like, 'Was the College that way all the way back then too?' So they think it's fun. Everybody can relate to it—it's their College."

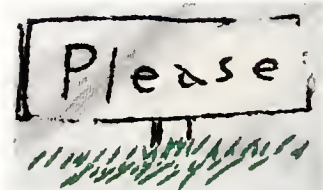
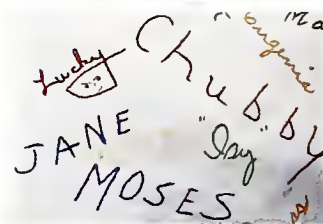
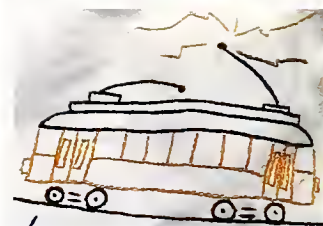
Butt's grandmother wanted very much for her to come to Agnes Scott. "She's always said that Agnes Scott would not have been right for her daughter, but it would be for me. So she's really happy that I came here." An art major, Butt actually was pre-veterinary and has been accepted to the University of Georgia College of Veterinary Medicine. She worked at Church Street Animal Hospital in Decatur for more than a year as a technician/assistant. Butt is participating in the ASC Global Connections trip to Greece this summer, another gift from her grandmother.

Although she

Left: Allison Butt '02 with her grandmother, Jeanne Lee Butt '42
Right: Details from the beer jacket

thought about giving it to the school, Butt plans to keep her grandmother's jacket. "Giving it to the College is something I originally considered when I first came to school," she says, "but I'm kind of attached to it now. It's part of my grandmother's past and I love all of that—all of her stories and everything she went through here."

—Kristin Kallaber '04

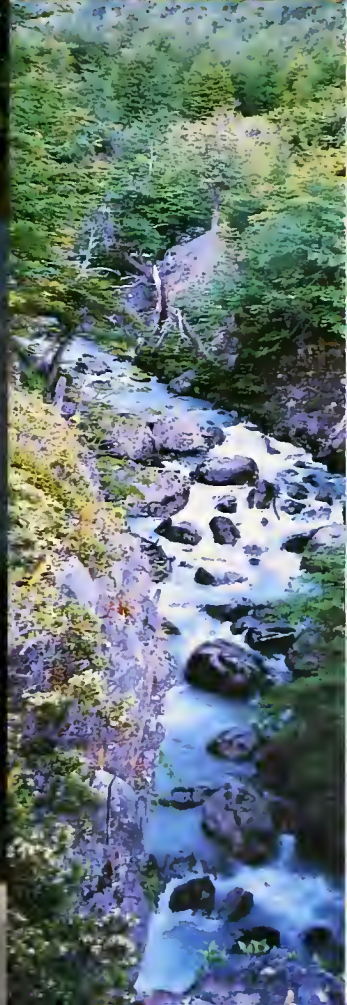
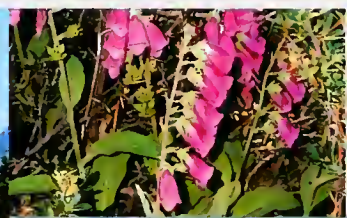


GARY MEER

CLIMB TO THE TOP AND KISS THE CARABINER

Three years ago, a group of Agnes Scott alumnae from the '60s walked a stone road —the Inca Trail—to the ancient city of Machu Picchu in Peru. This year some of these bikers joined others, some alums and some not, to tackle yet another trail, this one in the breathtakingly beautiful area of Patagonia in southern Chile.

*Ice climber: Kathy Reynolds Doherty '67
Hiking group, left to right: BJ Brown Freeman '66, Martha Thompson '66, Nancy Phillipi, Willie Crawford, Judy Chandler and JC Williams '68.*



THE SCENE

We are in Chile, the bottom of the world, where much is reversed for us: We are summering in January; we are strong on our legs yet three of us will celebrate birthdays past the half-century mark while on this trek; we did not dream this in the 1960s, but the seed for such adventure, perhaps, was planted then.

BJ

In 1988, I was tired of being an indoor type and decided to hike. Naturally I wanted companions, and it seemed good to include past friends and weave them into the present. What better place to gather interesting and entertaining friends than from college days? Perhaps it was from memorizing lines like Tennyson's "I am a part of all that I have met." Or maybe it was being surrounded as I was growing up by my grandmother's thoughtfully pieced quilts. Regardless, threading together my friends past and present has always been important to me.

Alice

For me, the experience of our Chile trip was not about doing physically challenging things, since I've always enjoyed that. Rather, it was about spending time with a peer group I respect and feel at home with despite the fact that more than half of the hikers were new acquaintances; not people we had known at Agnes Scott. As we get older we get fewer opportunities, if any, to do significant things with peers. We are pulled to family responsibilities and do many things alone. Later in life, it's also harder to make new friends of the same closeness because we're usually not sharing experiences of any duration.

Linda Kay

At Agnes Scott, we were encouraged to become the "whole woman." In Chile, I see we have all aspired to climb higher and become stronger, not just intellectually, socially and spiritually—as we were traditionally encouraged to do in the 1960s—but also physically.

THE SCENE

A wooded trail winds ever more steeply. Predicted wind and rain do not arrive and the day is sunny as climbers emerge from the shaded woods onto a grassy plateau painted in brown, yellow and pale green. Behind us we survey another plain: the white and blue of Glacier Grey far below, a southernmost tip of the Patagonian Ice Cap.

Katherine

There is deep joy in being physically active for long periods of time. I ran for 20 years and never had a "runner's high." Six to 10 hours a day on the trail gives an exhilaration I do not experience in any other form of exercise.

Martha

Hiking in a place of unspeakable panoramic beauty, majesty and environmental variety—something that I did not anticipate, which added to the adventure. Hiking through this terrain—as opposed to driving or flying—heightened and prolonged the enjoyment of the geography.

BJ

It would be hard for anything to compete with the scenic wonder of Patagonia. But the friendships forged and sealed along the trail come awfully close. And the bonds that were formed at Agnes Scott some 35 years ago just grow stronger and stronger.

THE SCENE

The wall rises perhaps 40 feet, totally white, made of ice. The two carabiners are planted deep in the ice up top and the rope hangs down to the base. Equipment consists of two ice axes and crampons—12 short knives that strap to your boots. Marco says this: "Climb to the top, and kiss the carabiner." And so, you do.

Judy

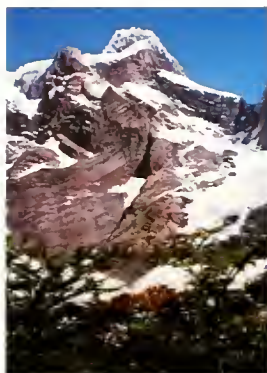
Chile 2002: I face a challenge surrounded by supportive comrades at a time in our lives when it is easy to begin to feel "old." But the result of participation, I find, is renewed energy and confidence to accept without hesitation challenges both physical and mental—and even to generate for myself new challenges.

Kathy

Somehow my body has a sense memory of this. I have never climbed, so was I a climber in another life? I mentally rehearse a technique I know that I know. As I set out, yes, it feels as I thought it would. A vague fear of heights gives way to understanding of this one ice wall. I kiss the carabiner and then celebrate with friends standing far below.

THE SCENE

We're surrounded by sight, smell and sound all of our lives. Yet, walking our cities, working at our desks, cleaning our refrigerators—we seem to dull our senses. The marketers of aromatherapy know this. We realize as we hike among flowering bushes, undulating ice and sliding rock that our senses aren't dull, they've just been asleep.



By Linda Kay Hudson McGowan '65, Judy Ahrano '66, Alice Davidson '66, BJ Brown Freeman '66, Martha Thompson '66, Candy Gerwe Cox '67, Kathy Reynolds Doherty '67, Katherine Mitchell '68, JC Williams '68

Photography courtesy of Kathy Reynolds Doherty '67

Candy

We laughed expansively when the sprays of glacial water smacked us as we crossed Lago Grey in rubber rafts. The blasts of wind whipped our hair and penetrated the fabric of our clothing to the flesh. The warmth of the sun tempered the cold of the wind. The subtleties of the earth's fragrances prevailed. Scents of the civilized world do not exist here. The blues and greens and shades between were intense, often opaque, sometimes shimmering. It impressed upon memory and soul the transcending beauty of this earth that is our shared haven.

JC

What do I like about these hikes? So much, but most of all being pushed into the present. I am there with my breath as we ascend, feeling the strain of the first hour of hiking and the ease and rhythm of the next five. I pass from the deep cool shade, up rocky ascents to a spectacular vision of an avalanche—and its full roar. My companions and I bypass introductions and connect where we are, not where we have been or will be. While surrounded by unsurpassed beauty, we meet the physical challenges, celebrate our triumphs and delight in, care for and laugh about the incredible women we have become.

THE SCENE

Hiking in the remote Chilean national park is also a human experience. The mountains are imposing and majestic, the avalanches a drum roll to yet another wild beauty. But also there is the Chilean rodeo rider who wants Martha's red bandana as a trophy, the glacier guides who lasso an iceberg and haul it out of the lake for a birthday table centerpiece, the gardener who stands solemn among the rows of spinach for his portrait to be made.

Martha

One regret of this trip is that because I do not speak Spanish, my understanding of this Chilean culture and interaction with its people is not as rich and rewarding as it could be. I am now determined to learn Spanish!

Katherine

Along the trail, I take delight in being helpful: taking a water bottle from a pocket that is inaccessible, sharing duct tape to dress a blister and taking pictures with a friend's camera so that she might appear in her own photos. The thrill of seeing in those around me aspects of life that could be developed more fully in me. I am surrounded by musicians, bird-watchers, athletes and creative social geniuses. I observe people who had taken tenderness and gentleness to new

heights, others who are abandoned in their spontaneity, and still others who were more generous than I thought possible.

Judy

This experience is made even more special by the discovery of previously unknown and more finely jeweled facets of longtime friends. Within the context of these friendships, I seem to be turning a kaleidoscope and seeing a bright new array of colors.

THE SCENE

Patagonia is one of the world's wild places. Windswept and devoid of wires, asphalt and vehicles. Is this how it felt to walk on the planet ten thousand years ago? We revel in this freedom.

Candy

We set out early one morning freshly showered, dressed in our high tech fabrics and hiking boots and with clean hair attractively framing our faces, glowing with health, exuberance and a restrained touch of make-up. The journey from our civilized selves to something much more primitive began even before we set forth on rafts across a glacial lake. The sudden cold brought the first of countless clothing changes. Down came the daypacks, off and into the pack went some items, out came fleece and rain/wind gear. We reversed this process many times. Hair was the first to go, iced with sheets of glacier water splashing over the rafts. Makeup was soon smeared and what was the point?

Linda Kay

How many 50-something women take on climbing the Inca Trail or trekking in Patagonia as a first-time trail endeavor? As women, we can and do extend ourselves to encounter new experiences and meet new challenges.

Katherine

Two aspects of our trip are inexpressible: the exquisite beauty of God's creation and the impact of music. Glorious scene is followed by majestic scene—lakes, glaciers, plains, sky, mountains, boulders, sunshine, wind, avalanches and wild flowers. They satisfy our hunger for what is authentic, for what matters most. And music. Well, it's just the language we use to attempt to express the inexpressible. We don't understand our bond, but we express it when we sing those songs we sang more than 35 years ago in "The Hub" at Agnes Scott. 🐾

"At Agnes Scott, we were encouraged to become the 'whole woman.' In Chile, I see we have all aspired to climb higher and become stronger, not just intellectually, socially and spiritually—as we were traditionally encouraged to do in the 1960s—but also physically."

Linda Kay Hudson
McGowan '65

MAPPING THE UNKNOWN



An alumna looks at recent terrorism through personal experiences of almost 60 years ago.

By Leisa Hammett-Goad

September 11 emotionally stirred most Americans, but for Flora Campbell McLain '43, the terrorist attack also tilled long-held memories of her role in World War II.

After graduation, the math and physics major intended to spend a summer relaxing in her native Spring Hill, Tenn. But an interview during her last semester landed her a job mapping Europe and eventually Hiroshima, Japan, where the United States dropped its first atomic bomb.

McLain was one of three female college graduates hired by the Tennessee Valley Authority (TVA) and the U.S. Geological Survey. Working in Chattanooga, Tenn., the women were assigned the first step in the multifaceted process of creating maps used in the war.

The three were taught to pencil contours, elevations, roads and other land features, using still and projected aerial photos as guides. Their work was sent to drafting and then other departments for ink lines, markings for color and printing.

The work, says McLain, was fascinating—but shrouded in an air of mysterious importance. "It was top secret," she remembers, adding that a pass was required to enter and exit the building. "We didn't know why, but we were told not to talk about what we were doing, and we didn't talk outside of the office, either. We did a job and did it as thoroughly as we could. All we knew was that we were helping with the 'European Theater.'"

Once they finished mapping Europe, McLain and her colleagues began the challenging task of mapping China. Then orders came: a rush job. Ten-day turnaround. They were given aerial photos of Hiroshima. They met the deadline. Sent the maps. And then, heard the news. America had bombed Japan.

"We were in a state of shock," she recalls. Then, new photos were flown in to their office. The next assignment: re-map Japan. This time, post atom bomb. "It was chilling . . . There was nothing but water and a large island. The bomb just wiped it clean. You'd see rivers, then dismally barren, flat land."

Now 80, McLain realizes she had mixed feelings about the bombing then and still does. "It was very complicated to really know what would have happened if America had not bombed Hiroshima," she explains. During the war, she found some solace in hearing President Truman proclaim how war efforts saved American

and Chinese lives. Today, the realization of lives saved remains with her, but she questions "what it did to people."

"We need to know more about the dangers of weapons and the terrible devastation they cause," she says passionately. "People generally cannot conceive of the terror of war."

And just as she felt conflicted about World War II, McLain feels likewise about the current conflict in Afghanistan. She sees the pros and cons of U.S. strategies and believes that America's tactics in Central Asia are necessary. Yet her hesitant support of the war conflicts with her belief system as a staunch Democrat.

Slightly worried, she ponders the future of her grandchildren. She knows that "fighting war has always been gruesome," but also understands that now countries possess even greater capabilities for destruction. Despite the current U.S. military conflict, she believes her grandchildren's generation still does not know the hardship of war that her generation knew. McLain says her college classmates "got swept up in the war." Many students had family members serving overseas and some of them were killed.

Given the understanding of war then and now, McLain stresses awareness and education for current and future generations. She advocates actively and heartily for ASC's Global Awareness program. "Young people need to hear the voices, to be aware of the poverty and suffering of other worlds, to share their taken-for-granted wealth so that others can exist and live."

When World War II ended, McLain and her colleagues spent several months mapping for TVA before she returned to her parents' home after Labor Day. Late that October, she married her college sweetheart, Warren C. McLain Jr., a Georgia Institute of Technology graduate who had just returned from military service in the South Pacific. The two settled in Kingsport, Tenn., where she says she "immensely" enjoyed the task of rearing two boys and two girls and now boasts seven grandchildren. McLain says she never intended to make a career of her post-college work.

Much reading, much soul searching and nearly 60 years of living have elapsed between World War II and the conflict in Afghanistan. Given her life experiences, McLain says her empathy for humanity has become "more vivid, more honest. War is always a two-sided story. Human beings in every country suffer." 🐾



Flora Campbell in 1943

"Young people need to hear the voices, to be aware of the poverty and suffering of other worlds, to share their taken-for-granted wealth so that others can exist and live."

"Volunteer work makes me more conscious of other people and gets me out of myself. As a chemistry professor, it helps me remember there is a world outside the lab."

Ruth Riter, "favorite aunt" at My House



AN ANTIDOTE TO SELF-ABSORPTION

Agnes Scott alumnae have a reputation for volunteering, for giving of themselves in myriad ways. A look at just some of the faculty volunteers suggests that it is they who pass along the values found in helping others.

By Dawn Sloan Downes '92

A little girl living at My House can sleep only when held. As a result, she sleeps shallowly and wakes up if her caregiver tries to put her down.

"Once, when I had to put her down, I passed her to another volunteer and she woke up," says Ruth Riter, assistant professor of chemistry at Agnes Scott. "When she looked up into the other woman's face, she just came alive and began to smile and coo. To see that happen was just amazing."

My House, located in midtown Atlanta, provides a home-like environment for medically fragile infants who have no home after leaving the hospital where they are born. This unique organization relies on volunteers like Riter and Jenny Lucas, ASC assistant professor of psychology who introduced her colleague to My House, to manage everyday chores such as bathing

babies or simply playing with them. Research has shown the children at My House develop at a rate considerably faster than do their peers who remain in the hospital.

For Riter, that knowledge is a balm to the pain of seeing a child begin life handicapped by the lack of a parent and a loving home. This self-described "favorite aunt" loves her interactions with the children and spends about three hours, one evening each week, working at the shelter. Whether playing with toddlers or simply holding a baby until it falls asleep, Riter sees the clear impact she and other volunteers make on the lives of these children.

But she quickly acknowledges the impact on her life. "Volunteer work makes me more conscious of other people and gets me out of myself. As a chemistry professor, it helps me remember there is a world outside the lab."

She adds, "People get more out of giving than receiving ... it helps them focus on something outside themselves. Every time one of these babies smiles at you, it's especially rewarding."

Riter was drawn to Agnes Scott by student and faculty attitudes toward community outreach. "At larger universities there are different priorities. The perception is that if you have time to volunteer, you're not spending enough time on academic pursuits. At Agnes Scott, we encourage students to become whole people. Students and faculty here daily do things to help others."

While the College has distinguished itself for producing students who accept responsibility for the community beyond College Avenue, the faculty provide a model. Ideals stressed in the course of academic debate find expression in the volunteer projects faculty take on during personal time.

English Professor Linda Hubert '62, who serves on DeKalb County's Board of Ethics, agrees with Riter. "Volunteering works against self-absorption."

Active in a variety of volunteer activities since her student days, Hubert feels that Agnes Scott inculcates a sense of obligation. "As an undergrad, I enjoyed being in a place where you learned about life on a different dimension. Assisting those with different life experiences is extremely important to what we have to learn as humans."

Hubert was nominated for the original ethics panel when it was formed by referendum in 1990. Much of her time initially was spent helping lay the groundwork for educating officials on appropriate behavior as defined by community standards and the county's code of ethics. In the 12 years since its formation, the DeKalb Board of Ethics has served as a model throughout Georgia as other counties formed oversight bodies.

Considered highly principled by those who know her, Hubert enjoys the philosophical challenges and feels she brings the voice of the people to a legal setting. "Ethics has more to do with honor, integrity and right action than law," she says. "Agnes Scott emphasizes honor. I want to be part of a place that functions admirably ... that my county is struggling to act in an upright fashion and that I have a role in that pleases me."

For Beth Hackett, head of Agnes Scott's Women's Studies program, volunteer work serves as an extension of her classroom work. As a member of the Transforming Communities Umbrella Group of the Women's Resource Center to End Domestic Violence, Hackett works as part of a team dedicated to ending tolerance of domestic violence. The group facilitates grassroots efforts in changing perceptions about domestic violence.

The Women's Resource Center provides ongoing volunteer training and tailored training for organizations that want to better understand the causes and ways in which domestic violence is expressed. "My volunteer work helps me keep it real," says Hackett. "I teach about domestic violence. This gives practical application to the ideals I teach in class."

She points out that "the individuals who make up Agnes Scott do a lot to help others." Yet, she would like to see the College go further in "building a bridge outside itself" by promoting a concept of volunteerism formed out of a social justice model rather than charity. While she doesn't consider herself an example for her students or peers, Hackett adds, "I do hope that if you see someone you know doing something, it becomes easier to imagine yourself doing it."

The example set by Professor of Dance Marilyn Darling inspired Michelle Goss '00 to launch an independent study project in 1999 that explored the connection between art and spirit. The project, which involved four teenage girls from a local shelter, culminated in a dance performance.

Darling believes exposure to the arts can revitalize women and children who have been abused, stimulating imaginations and giving hope. In fact, she put this belief into action when she founded Abused Women and Children in 1992. The organization works with local arts groups such as The Fox Theatre and the Atlanta Ballet to enable shelter residents to attend performances that otherwise would be unavailable.

Last summer, Abused Women and Children sent four local teens to Camp Broadway, a week long program held at the Fox to teach children about different theatre careers. One student had just been released from juvenile detention. Perceived as violent by his counselor, the young man's probation officer attended with him his first day. By the end of the week, the same young man had a starring role in the climactic performance.

"After the show, he looked for me so he could thank me for giving him a chance and changing his life. I have seen the difference a little beauty and art can make in a life," Darling says.

Like Hackett, Darling does not see herself as an example, but has been pleased to see that her work has affected students. She is confident about the impact Agnes Scott can make beyond its borders. "The ability to transition to a better life depends on who touches your life. Life is a short journey. Anything you do to enhance the lives of others is part of that journey. Agnes Scott women learn that. They have the opportunity to bring their values into the workplace and change society." 🐾



CAROLINE IDE

"My volunteer work helps me keep it real. I teach about domestic violence. This gives practical application to the ideals I teach in class."

Beth Hackett, member of the Transforming Communities Umbrella Group of the Women's Resource Center to End Domestic Violence

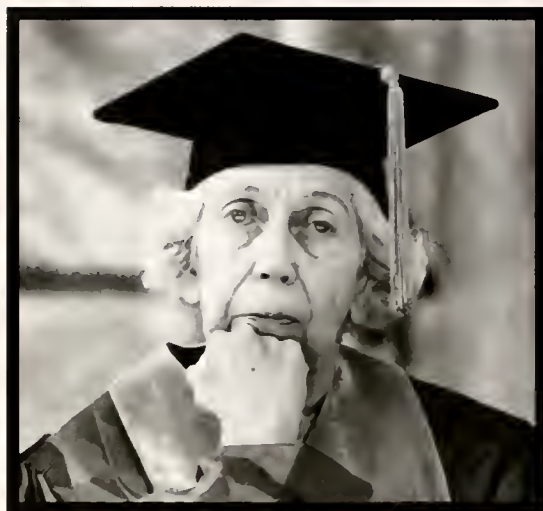


PHOTO COURTESY OF EMORY UNIVERSITY

AGNES SCOTT REMEMBERS A SPECIAL FRIEND
EUDORA WELTY
1909 — 2001

By Linda Hubert '62

Surprised to see her all alone in a vast common room of the New York Hilton, I approached cautiously the familiar figure, hunched a bit awkwardly upon the edge of a garish red velvet banquette. Her stillness and apparent reserve seemed in curious contrast to the demeanors of the self-important men and task-driven women who milled around without registering apparent awareness of the Southern icon in their midst.

I suspect that Eudora Welty was content to be left alone to observe and ponder the visible idiosyncrasies of people gathered for the Modern Language Association meeting in December 1977. She had been invited to entertain and inspire the thousands of college and university teachers at this conference; she would be applauded and acclaimed as one of the foremost contributors to American letters of our time. I was certain that her isolation was temporary—and probably not unwelcome. Nonetheless, it seemed odd and somehow an affront to her importance as a writer. I re-introduced myself, hoping she might not mind the interruption and might even be glad for a brief word with a sister Southerner.

In the spring Eudora Welty had been to our campus, reading to the crammed auditorium of Agnes Scott students and Welty aficionados that inevitably gathered for these events in Atlanta. She had no particular reason to remember me: I had been one among many at the dinner the English department had arranged to celebrate her visit, and one among hundreds at her reading. I'd savored a few opportunities for brief conversations during the days of her campus visit—to confirm that her favorite work of her own (at the time, anyway) was *The Golden Apples*, the collection of interconnected short stories that I consider perfect genius, and to delight in her kind and generous focus as we shared the sort of small talk that she could make sound extraordinary in her fiction.

In graciousness, if not truth, she said that of course she recognized me, though I had startled her by being out of place. She reminded me how pleasant she had found her recent visit to our campus. The students were lovely and bright, the hospitality of the College unmatched. She was "ever so grateful to Jane" for inviting her back. She asked me to return greetings. When I looked back as I left her, she was still sitting alone, serene with the unassuming dignity that was such a distinguishable trait of her bearing. She seemed a beacon of sanity in a mad scene.

Some 25 years later, we at Agnes Scott College have good reason to be among the multitude of friends who mourn her death on July 23, 2001. Over the years, we felt her presence, not

only as one of the foremost American writers of our time, but also as a very special person whom we loved for her mild understated wit and modest ways and honored for the extraordinary gifts of the imagination that she shared with us. Her visits to the College from 1966 to 1985 were highlights of those three decades, and for those visits we have three other remarkable women to thank.

It was they—three Agnes Scott English department personalities—who forged the affectionate relationship between the College and Miss Welty from which so many of us benefited. "Jane" is, of course, Professor Emerita of English Margaret Pepperdene, whose growing personal friendship with the writer promoted our Agnes Scott connection over the course of many years and visits. Margret Trotter, professor of English at the College from 1944 until her death in 1977 and director of Agnes Scott's first Writers' Festival in 1972, proposed Eudora Welty's first campus visit. Eleanor Hutchens '40, who was a member of the English department from 1961–1967 and director of alumnae affairs from 1947–1954, had moved when her friendship with Miss Welty developed. But Eleanor's influence was a significant factor in our institutional friendship.

The Agnes Scott *Profile* records that in the fall of 1965, Professor Margret Trotter, modestly published as a fiction writer herself, first had an opportunity to hear Eudora Welty, whose work she had been reading with considerable interest. She reportedly reviewed "with great approval" remarks on writing that Eudora Welty made at Professor Trotter's alma mater, Wellesley College. Margret also commended to the Lecture Committee a televised tribute to William Faulkner that Miss Welty delivered the previous May at the Southern Literary Festival, held annually in Faulkner and Welty's home state of Mississippi. She proved successful in persuading Agnes Scott's Lecture Committee's chair, Professor Mary Boney, to invite Miss Welty to campus.

Margret probably also suggested the topic of the convocation address on "Faulkner and Local Color" that Miss Welty gave prior to her evening reading at the College. A third presentation, a discussion on creative writing, followed the next day, prefiguring in some ways the format that would be followed by our Writers' Festival when it was formally launched a few years later. The College worked a willing Eudora Welty harder, it seems, than on subsequent visits. During the 1970s and 80s when her reputation soared and she visited colleges less and less, we were too grateful for her presence to impose heavy obligations, though doubtless she would have obliged almost any request.

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But if the visit was demanding, our cordiality was likewise exceptional. Eager students enjoyed Miss Welty's company at breakfast and for lunch. Jane Pepperdene hosted Miss Welty with a few special guests for dinner. From another dinner party, Professor Emeritus Jack Nelson remembers a spirited conversation concerning her fascination with names, particularly place names. Her favorite of the moment, she allowed, was "Rising Fawn," the name of a tiny town off Interstate 59 on the Alabama border with Georgia.

In the spring of 1966, Welty had begun an intensified schedule of readings on college campuses, partly as a way to cope with a series of personal losses. By the time of her first visit to Agnes Scott, she was an accomplished writer of novels, prize-winning short stories, and essays.

But she was not yet the literary icon that she would become just a few years later; in fact, only in recent years had the earnings from her writing been sufficient to sustain her. So although from the perspective of 2001 Margret Trotter's initial endorsement of Miss Welty

seems quaintly under-

stated, her insistence that the Lecture Association extend that first invitation proved her perceptiveness—and engendered countless future blessings.

Margret Trotter died in March 1977, and the Fifth Annual Agnes Scott Writers' Festival, held a month later, was dedicated to her. Fortuitously, Eudora Welty was the headliner that year.

Miss Welty's visit that April and those that followed became legendary, reminiscent of Robert Frost's visits. An estimated 2,000 individuals were turned away in disappointment at that 1977 reading, just as huge crowds had been denied seats in Gaines for Frost year after year. There was a difference in campus response, however. Although the brief days of Frost's visits were like a sumptuous meal that might have proved too rich as a steady diet for those accustomed to the plain fare of Evans, I doubt that visits from Eudora Welty, had we been lucky enough to have her stay for more than a few days, could ever bring surfeit.

The morning of her 1977 reading, she had shared an early breakfast with Eleanor Hutchens,

whom she had gotten to know on a crossing to Italy from New York some months before. Both unenthusiastic about air travel, they had chosen the sea route. By the time their ship docked on the way over, they had made a routine of meeting in the ship's lounge for drinks; good conversation was hard to find at their assigned tables. Both Eleanor and Wendy Williams '66, Eleanor's good friend and companion for the voyage, were pleased when Eudora asked them to share her table on the return trip to New York. Thus began a treasured friendship.

Eleanor, a supporter of the Agnes Scott Writer's Festival from its outset—indeed she donated the endowment for its prizes—traveled to the College for Eudora Welty's appearance in 1977. She had a room adjacent to Eudora's in the Alumnae House. The two, both early risers, conspired in the hall the night before to meet below in the kitchen the next morning, where Eleanor was sure they could scrounge a cup of coffee. Eleanor tells me that both women, whom I have ever revered for their dignity as well as their intellectual gifts, emerged simultaneously from their rooms at 6:30 a.m., barefoot and in nightwear. The two, slipping down the stairs like unauthorized children on Christmas morning, found a lovely breakfast awaiting them—complete with fruit and flowers. The author of this early morning beneficence did not identify herself—nor did they learn how their desires had become sufficiently public to result in this feast. Eleanor claims she "never was any prouder of Agnes Scott."

Lunchtime found Eudora Welty perched on a chair in front of Evans Hall as she might have been on her own porch in Jackson. Mesmerized young women dotted the lawn all about her, nibbling at fried chicken from their box lunches, but devouring Miss Welty's every word. They and hundreds of others would award Eudora Welty a standing ovation that evening at the reading—one of many to come.

For lovers of stories there is nothing quite like the experience of hearing Eudora Welty's rhythmic Mississippi voice bring to life the characters in "The Petrified Man," "Why I Live at the P.O.," or "A Worn Path"—whichever is your favorite. She inhabited her characters, and they her, from the inside out.

We also treasured the personal reflections and incisive critical judgments that she dispensed as she responded dutifully to questions at both the readings and the several interviews that she allowed to be conducted in the course of subsequent visits. She returned in the fall of 1978 when her new novel, *The Optimist's Daughter*, was



Author Eudora Welty
with Linda Hubert '62 at
Agnes Scott in 1978.

chosen as the orientation book for new students. And again in 1980 in response to President Perry's request that she represent the college in a jointly-sponsored symposium with Spelman and the Atlanta Historical Society entitled "Southern Women: from Myth to Modern Times."

From our campus in November 1980, she held an extended conversation with members of the Atlanta media, at the start remonstrating with them for the prodigious picture taking that imposed on her efforts to construct thoughtful comments. The complaint no sooner uttered, she apologized profusely for her "rudeness" —but there was no doubt who was in charge. From McCain Library that same visit she taped "By-line," a popular program that broadcast interviews with well-known writers. Her manner with host Gene Gabriel Moore, as they discussed her work and the home life that had helped shape her life as a writer was gracious —and patient; her responses were forthright and intelligent.

When Professor Pepperdene retired in 1985, Eudora Welty came to do her honor. "Eudora Euphoria" broke out on campus, the students said. We were conscious that with Jane's departure and the dwindling travel schedule of Miss Welty, it would likely be her last trip to the campus.

It was perhaps Eudora Welty's most remarkable reading ever — her voice juking the jazz of Powerhouse's dialect and moving through the measured cadences of the indomitable Phoenix Jackson in a way no listener would ever forget. Those of us lucky enough to have seats that the standing-room-only crowd wedged tightly at the back of Gaines could only envy, leapt to our feet when she entered the hall with Jane. We arose again when the Department of English Chair Patricia Pinka finished a stellar introduction that first paid well-deserved tribute to Jane and then marshaled Eudora Welty's prodigious accomplishments. We were up on our feet again at the end of the reading, stomping and clapping in ardent approval.

Pepperdene and Welty had hit it off from the time Jane picked Eudora up at the train station on her first visit in 1966. And they would stay friends long after Jane's retirement. Jane would be selected to present the Grand Master Award for Welty's "lifelong accomplishments in literature" at the Sixth Annual Writers' Conference held at Birmingham-Southern the following year. And the year after that, she would participate with pre-eminent Welty scholars in Mississippi State University's symposium on "Eudora Welty: The Writer and her Work." She would entice Miss Welty to visit Atlanta's Paideia School for its

20th anniversary in 1990 — for Jane would still be teaching after retirement from the college and still arranging exceptional enrichment for her students.

Agnes Scott didn't enjoy Eudora Welty again in person. She did come one more time — or rather she was invoked — by Reynolds Price at the International Southern Writers Festival that was held on the Agnes Scott campus as part of the Cultural Olympiad in 1996. Miss Welty was unable to travel — but Mr. Price, himself a several-time participant in our Agnes Scott Writer's Festival, read a letter that he had written in tribute several years before. The letter described an uncomfortable auto trip they took together from his home in Durham to hers in Jackson. When the exhausted pair was ready to stop for the night, they found that in town after town accommodations were unavailable for a host of outrageous and coincidental reasons. Downplaying his own forbearance, Price conveys Eudora Welty's indomitable spirit and uncomplaining good humor. Although she suffered a back-splintering night in the bedroom of the double-wide that provided backup accommodations for the seedy motel of their last resort, her droll wit prevailed to amuse him the next morning.

It was a letter that made you laugh — and cry. Reynolds Price sent that same remarkably evocative letter to be read at Welty's funeral.

Eudora Welty had remarkable friends — and an astonishing number of them. Her memorial service was packed to the rafters, with 80 some odd writers and dignitaries among the many hundreds of faithful friends and readers who came to pay tribute to the first lady of Southern letters. Quite a few colleges and universities — among them her own alma maters, Mississippi State College for Women (now Mississippi University for Women), the University of Wisconsin, Columbia University — have claim to connection and a right to reckon her loss in personal terms.

But, Eudora Welty permitted us at Agnes Scott to feel a special kinship with her over the long years and many visits that she graced us with her presence. We were, are, and will be — as an institution and as individuals — exceedingly grateful for that gift of friendship. 🐾

Eudora Welty with student Ginny Lee '79 during the author's 1978 visit.





THE SONS OF AGNES SCOTT COLLEGE

By Jennifer Bryon Owen

*A son of Agnes Irvine Scott
established a college for women and named it for his mother.*

*As he was influenced by his mother, through the years,
numerous sons of Agnes Scott College, likewise, have been affected
by mothers who attended college in this place.*

TOM WOLFE

SON OF THE LATE HELEN HUGHES WOLFE '17

Journalist and author of more than a dozen fiction and nonfiction books, including *The Electric Kool-Aid Acid Test*, *A Man in Full*, *The Bonfire of the Vanities* and *The Right Stuff*

Uncertain just why his mother, Helen Hughes Wolfe '17, traveled from Amelia County, Va., to Decatur, Ga., to attend college, Tom Wolfe finds the circumstances surrounding it compelling.

"My grandmother had the task of raising four daughters and two sons, and she managed to send all but one to college. She put a tremendous emphasis on education," says Wolfe.

However, Wolfe's mother had not been able to attend school before college; at least not much. She was home schooled, for the most part, because she lived 10 miles or so from the nearest school in a day before automobiles.

"Sending a child as far away as Decatur was quite an undertaking that was only possible with the encouragement of my mother's aunt, a really fascinating person named Ella Agnew," says Wolfe. "She was in what was known then as home demonstration, the education of rural women. She was the originator of Tomato Clubs, which became 4-H Clubs."

Agnew was the first home demonstration agent in the United States and the first woman to serve on the field staff of the U.S. Department of Agriculture. In 1910, she started the Girls Tomato Clubs to teach girls better methods of canning. She was active in the suffrage movement.

"She was particularly fond of my mother and felt she had a lot of potential," says Wolfe. "She inspired Mother to go to college. I'm sure it was a very big thing in the family to arrange for this [going to Agnes Scott] to be done."

Agnes Scott was selected, he theorizes, because of the College's reputation. "It must have been famous. There weren't that many places for women, and Agnes Scott, I imagine, was probably very famous, especially in the South. It's a long way from Virginia."

He notes this choice was courageous for a young woman in 1915.

Being a "courageous woman" seems an apt description of Helen Hughes. At Agnes Scott, she was a member of the Pythagorean Club. "That would indicate an interest in science. I know she had an interest in science because she entered medical school in Richmond. She thought she wasn't going to be able to have children, so she decided to become a doctor. She had, incidentally, the full backing of my father."



Helen Hughes '17 (back row, fourth from right) with members of the Virginia Club in the 1915 *Silhouette*.

She approached the Medical College of Virginia about enrolling, and the administration agreed that if she completed the sciences she needed — Wolfe believes they were chiefly chemistry and biology — she could become a student.

"That may be a tribute to Agnes Scott because I'm sure she didn't have any college education after Agnes Scott," says Wolfe. She had attended the College for two years, which Wolfe believes was the plan.

She did take the required courses and went to the College of Physicians and Surgeons in New York for a brief period. "Then, as life goes, she found out she was pregnant, as it turned out, with me, so she dropped out of that," says Wolfe, who was born in 1930. He believes her ambition to be a doctor came from Ella Agnew, the kind of woman, he says, who could inspire you to reach beyond the ordinary.

"I'm guessing, but that [Ella] was the spur that made her have the confidence to go ahead and do that [apply to medical school]," says Wolfe. "Since Agnes Scott is the only formal higher education Mother had, I believe we can give a gold star to Agnes Scott."

After his mother left Agnes Scott and before she married his father, she did what was called war work in Arcadia, Fla., and probably other places, according to Wolfe. "That was unusual for an unmarried young woman to be off on her own like that."

His mother influenced his life in so many ways that Wolfe says he isn't capable of enumerating them.

"My mother helped me so much in my early years. She always kept close tabs on what I was doing. She and my father gave me a sense of discipline as far as school was concerned and really stressed its importance. She was just a wonderful unending source of much needed advice. We were very close."

While his mother was not an artist, she was interested in art and encouraged Wolfe's artistic



"She was just a wonderful unending source of much needed advice. We were very close."

Tom Wolfe

bent. "She sent me to a WPA art school that met once a week on Saturday and cost 25 cents a week. So, she did constantly encourage me to pursue art, but also writing."

Wolfe's father, an agronomist, was editor of *The Southern Planter*. "I knew from an early age that I was going to be an artist or a writer. I considered my father to be a writer since he was editing a magazine, but he was actually a scientist. I ended up doing a lot of artwork. For four years, I used to do a feature for *Harper's*. I've had a couple of shows, but of course the writing became the main thing."

Wolfe's current project is a novel on contemporary college life. He is following his standard research method by visiting a half dozen campuses, talking with students and attending fraternity parties. His presence—and recognition of who he is—goes largely unnoticed.

"I like to research the milieu first and then hope the characters walk in, which is pretty much the way it happened there [in Atlanta, setting for *A Man in Full*]," says Wolfe, who believes a stint as a reporter is the best training for a creative writer.

"When you start, log some years on a newspaper and get familiar with reporting, which is not a skill; there's no technique. It's an attitude. 'You've got information. I want it. I deserve it.' That's the attitude."

The material is the crucial thing, according to Wolfe. "It's very hard for young writers—at least it was for me—to realize that literary writing is about 65 percent material and 35 percent talent."

If his mother did not like his writing, she never told him so. In *A Man in Full*, Wolfe refers to Agnes Scott College twice, probably, he says, because of his mother.

His mother refused, however, to return to the College for what Wolfe thinks was her 70th reunion. When questioned about it, she told him, "It will just be me staring at a lot of old women who don't know me either."

"Mother was a marvelous landscaper, and everywhere we lived she did rather complicated landscapes," says Wolfe. "Whether any of that was picked up at Agnes Scott, I have no idea. She was very well read, and I dare say that was a result of Agnes Scott."

His mother reading to him when he was a child made a significant impact on Wolfe. "She read a book that I would make her read every night over and over. I think it probably had a tremendous influence on my fascination with literature," says Wolfe. "It was called *Honey Bear* and was a rhyming narrative poem by a woman named Dixie Willson, and the pictures were by Maginel Wright Barney. I never knew it at the time, of course, but Dixie Willson was the sister of

Meredith Willson who wrote *The Music Man*, and Maginel was Frank Lloyd Wright's sister."

The story is about a baby who is carried away by a bear, explains Wolfe. When the search party finds them, the baby and the bear are having a tea party and eating honey in a hollow tree. Wolfe believes it must have been the driving rhythm of the poetry and the images that made the book grab his imagination. And he hasn't forgotten it.

"Every book I've ever written, I've always tucked in some words from *Honey Bear*, but not so you would even notice what it was," says Wolfe. "One of the lines in *Honey Bear* is, 'A thousand little places where the sun peaked through.' I used that several times in *The Right Stuff*."

JOHN W. THATCHER

SON OF THE LATE MARY NANCY WEST THATCHER '15
Retired, banana exporting and distributing business

John W. Thatcher is in his 70s, lives in Florida and is retired from his banana exporting and distributing business. He remembers vividly as a youngster going to the airport to see his mother off to attend Agnes Scott Board of Trustees meetings when she was a member.

"She didn't like to fly," says Thatcher, "but was willing to do it because she was so interested in attending the Board meetings. She came back and talked about the trustee meetings with us. She really did treasure her time on the Board."

Thatcher Chapel, which was located in the old campus center, was named for his mother, and he says she was very much interested in the College carrying on its commitment to the church and to Christian values.

"I grew up thinking Agnes Scott must be heaven on earth," says Thatcher. "It was pretty well pounded into me that this was a pretty nice place. She loved chemistry, and they let her come back the year after she graduated and teach chemistry."

"I remember her referring to how much she felt her experience at Agnes Scott had made a big impact on her," he continues, "and she had an impact on me!"

BOISFEUILLET JONES JR.

SON OF ANNE REGISTER JONES '46
Publisher and CEO, *The Washington Post*

My awareness of Agnes Scott College goes back as far as my awareness of anything," says Boisfeuillet "Bo" Jones Jr. "Both of my parents went to wonderful colleges, and I spent time at both. I had a very grand feeling about colleges and the role of liberal arts colleges."

"I grew up thinking Agnes Scott must be heaven on earth."

John W. Thatcher



Mary Nancy West Thatcher '15



Anne Register Jones '46
with son Bo Jr.

"Did Agnes Scott make everyone be a member of the Clean Plate Club? Where did that come from?"
Bo Jones Jr.

Because of his parents' participation at Agnes Scott and Emory, continuing participation in his own school — Harvard — after graduation was almost second nature. "I get a lot of satisfaction from the effort," says Jones.

Jones cites the relationships he developed by growing up around people who had gone to Agnes Scott and the impression he received from hearing these people speak so well of the College. Understanding the rigors of an education in a place where women are special and are expected to have careers also made him an admirer of women's colleges.

When he attended college, the attention was on men's sports, but Jones believes that having a parent who went to a women's college where students could participate in sports raised his consciousness of what women can do.

"Growing up, I heard stories around the house about my mom at Agnes Scott, but discretion will keep me from revealing them," says Jones, noting kids love to hear anything that might indicate their parents got into some kind of trouble when they were younger. "Of course, those stories would be so mild by today's standards."

He would like to know one thing. "Did Agnes Scott make everyone be a member of the Clean Plate Club? Where *did* that come from?"



Betty Robinson Hillard '46
and son Fred Boykin

FRED BOYKIN
SON OF BETTY ROBINSON HILLARD '46
President, Bicycle South Inc.

Fred Boykin's mom has always liked Agnes Scott and has always told stories about it. "She was from a small town in northeast Louisiana, Bastrop, and it was a major deal for her to come over to Agnes Scott," says Boykin. "She was active in her high school, outgoing, involved in a lot of class activities. She considered herself a good student, but when she got to Agnes Scott, it was like night and day. It was kind of like I think it still is today with students — the level of the competition was a lot more intense because the quality of the student is different."

"She always told us the story of how she hated it, cried, called my grandfather wanting to go home. He told her if she would stay until Christmas and she still didn't like it, she could come home then," he continues. "Of course, by that time, she had gotten involved in school and was really happy. She never looked back."

Boykin says his mother believes in the role of women's colleges as a quality environment where women can excel. "It takes hard work and perseverance. You're not going to get it just

because of who you are or where you came from. That strengthens your character," says Boykin. "She got a good education, and she's very loyal to the school."

This perseverance, hard work and study are qualities Boykin believes his mother passed on to him. "Also, she was a big believer in community involvement, and I believe Agnes Scott reinforced those qualities. I'm pretty active in my community and that is certainly a reflection on my parents," says Boykin who is a Decatur city commissioner, a Rotary Club member and is active in his church.

PHIL NOBLE JR.
SON OF BETTY SCOTT NOBLE '44
Founder and CEO, PoliticsOnline

As a direct descendent of Agnes Irvine Scott, Phil Noble says there was probably never a time he wasn't aware of the College and the role his family played in it.

"They always took great pains to point it out from the very beginning," says Noble. "As a kid I used to run around and play over there. When my sister [Betty Scott Noble '71] was there, I

used to hang around looking for a date. Occasionally I got a few, but nothing lasting."

He also admits that at one time he toyed with the idea of applying to Agnes Scott because he thought it would be an interesting exercise and he didn't think anyone else would do it.



Phil Noble Jr.

"When Mary Bullock asked me if I would be inter-

ested in being on the Board, the first question I asked her was 'When was the last time Agnes Scott thought about becoming coed?' She replied that it had been awhile and that someone needs to continually ask that question," says Noble, a member of the ASC Board of Trustees.

"Steel magnolias" is the phrase Noble uses to characterize the women of Agnes Scott. "There's a lot of Southern cultural, social heritage that the school has and that is, by and large, positive and beneficial in this day and age. There is a strain in Agnes Scott women that is extremely confident and independent, bold and assertive, and I think that is more rare in the traditional South than it was. That is the great strength of the school — combining traditional values, but also a lot of the nontraditional values such as the emphasis on globalization and diversity."

He notes his ancestors who founded the College were acting outside the norm for their

day. "It was a nontraditional thing to do—to start a school for women." And those values of respect for tradition and the ambition for difference were transmitted to him, particularly by his mother. "It's the old saying, 'The hand that rocks the cradle rules the world.'"

While his mother was attending Agnes Scott, Noble's father was enrolled at nearby Columbia Theological Seminary, and he recalls family stories about the dating between the two institutions, both of which have remained important throughout his parents' lives.

"Those individuals, institutions and that geography are all intertwined in such a way that they have a lot of meaning for me in the concepts of learning, values and the relationship to church—and also to the global church," says Noble.

MARK WESTON

SON OF MARYBELL WESTON LOBDELL '48

Writer whose latest book, *Giants of Japan: The Lives of Japan's Greatest Men and Women* is set for paperback release in July

Mark Weston's mother majored in English and all her children became writers, which he attributes largely to her Agnes Scott education. "Obviously, her love of language and literature definitely affected all of us," says Weston, noting that having the mother he has made him a latecomer to the feminist movement.

"Agnes Scott was a Southern school, and she was Southern—very well mannered. At the same time, she was a career woman. I had a little trouble



"It's been a great thing to have a mother who corrects your grammar."

Mark Weston

a mother who corrects your grammar."

Then, there was the Frost influence. "There was always this picture in my house of Robert Frost and a group of young women, one of whom was my mother," says Weston. "That was just a part of our house when I was growing up."

with the feminist movement, personally, because I never saw graciousness and femininity in conflict with having a high-powered career. She graduated in 1948, worked for *Mademoiselle* and *The New York Times Magazine*, and took a few years off to rear children before returning to work as an editor at *House and Garden*.

"The proper use of English was important to her," says Weston. "It's been a great thing to have

MILNER CARTER

SON OF VIRGINIA CARTER '40

Founder and CEO, Stardata Technologies

My mother has had more influence on me than anyone in the world," says Milner Carter. "She influenced me in every way—to remember to be a gentleman, to treat people fairly, to use proper manners."

She also taught him to swim and to play basketball. She had qualified for the Olympic trials in swimming, but they were cancelled in 1940 and 1944 because of World War II.

She taught him to persevere. He and his three siblings learned that if they wanted something, they could make it happen. He says his mother has always had a great attitude and never complained or whined, even in difficult circumstances.

"When I was two years old, she was left to rear four children single-handedly," says Carter. "Rather than complain, she just went to work."

That work for his mother led to her forming a company with seven managers and 85 employees in 1977. Today, at age 82, she travels all over the world supervising the work of more than 10,000 licensed financial services representatives.

"She has been the greatest example," says Carter. "Take a look at her accomplishments and what a great person she is, and you just know you're not living up to that."

She also taught her son how to sell. "When I was 15, she was in a marketing business that sold household soap products, and she taught me how to go door-to-door and make sales calls," says Carter. "Then it was easy to learn to make cold telephone calls. I got trained in her financial services business."

His mother taught leadership by example. He says she made As in chemistry and was captain of the ASC basketball team. She was a lieutenant with the Navy during World War II and wrote checks for millions of dollars for war equipment.

Carter gives his mother the credit for her success. "If you asked her, she would credit Agnes Scott and her parents. My mother loves Agnes Scott to death and has always tried to influence all females she knows to go there—and some have. She feels she got a great education.

"She would credit Agnes Scott with teaching her to persevere, to compete and to compete fairly, and to be a lady first and foremost in any circumstance." And, he says, she does it all with character and class. 🐾



Virginia Carter '40 and son Milner Carter

"My mother has had more influence on me than anyone in the world. She influenced me in every way—to remember to be a gentleman, to treat people fairly, to use proper manners."

Milner Carter

Managing a symphony orchestra's artistic needs, advocating a clean environment and enhancing the lives of children

FROM BUDGETS TO OPENING NIGHTS

When Daphne Burt '89 was named manager of artistic planning for the Ottawa, Canada National Arts Centre Orchestra last September, she was taking the next step in fulfilling her dream. From the age of 13, she wanted to be involved with orchestral music. Parental guidance, determination and a strong Agnes Scott foundation set her on course.

Now in its 32nd season, the National Arts Centre Orchestra tours internationally, records acclaimed compact discs and produces educational and cultural community projects. Burt works with guest conductors, solo artists and booking agents. She also develops programming and repertoire and oversees daily research. In this demanding position she draws on her experience and her Agnes Scott education.

Burt credits her parents, especially her father, for her musical interests. She grew up loving behind-the-scenes work. She helped in the lighting booth during her



Daphne Burt '89, center stage at Ottawa's National Centre Orchestra.

dad's theatre productions, and she made friends with professional musicians at the Tifton, Ga., conferences he organized. A theatre professor and an amateur pianist, Sonny Burt encouraged his daughter to play bassoon in seventh grade. She eventually played in the Atlanta Symphony Youth Orchestra, and her Tifton school band marched in Macy's Thanksgiving Day Parade.

The New York City trip was a turning point for Burt. "I saw Zubin Mehta conducting at Avery Fisher Hall. I remember thinking, 'I want to be part of this.'" Five years later, Burt found herself sitting in the Avery Fisher

conductor's box as Franz Welser-Moest's guest. Welser-Moest currently is The Cleveland Orchestra's music director.

During three summers of music camps, Burt honed her skills, but waited until 12th grade to consider colleges. Though Agnes Scott was the first and only school she visited, Burt knew immediately she wanted to apply. "It looked like a wonderful place."

Burt's enjoyment of music made it a natural major, but her lessons exceeded musical realms. "My Agnes Scott years were incredibly formative. I learned to think on my own and find answers to

questions." A work-study library job developed her research skills. "It was a valuable experience because I currently deal with tremendous data bases and supervise the orchestra's librarian." She also acted in Blackfriars while at ASC.

During her senior year, Burt interned for the Atlanta Symphony Orchestra. A series of small jobs gave her an overview of how a large orchestra operates and she absorbed everything happening around her. "You learn a lot in the right environment," she says.

With varied work experiences and a solid education, Burt was prepared when the Albany, Ga., symphony hired her as general manager. More business-oriented than creative, the position helped focus her career goals. When the St. Louis Symphony Orchestra offered her an assistant artistic administrative position, the decision was easy. After St. Louis, Burt was with the Milwaukee Symphony for six years. She worked with numerous musicians, including Doc Severnson. "He taught me that pops concerts were a legitimate art form."

In Milwaukee, she helped

develop an overall vision for programming. Robert Wilkins, orchestra vice president and general manager, says Burt's contributions went beyond musical knowledge. "Daphne gave of her soul. Her delightful personality made a stunning difference in working with the musicians. It was a real loss when she left."

The Milwaukee experience prepared Burt for the Canadian National Arts Centre opportunity. Her work encompasses many aspects, from the nitty-gritty of budgets, contract writing and dealing with unions to the sparkle of opening night. Balancing never-ending projects and deadlines are her biggest challenges, but rewards are equally great. When her onstage collaborations are successful, she's pleased. When her music director, the internationally renowned Pinchas Zukerman, trusts her to solve a problem, she is deeply gratified.

Working with such distinguished company can be a heady experience, but Burt also credits her long-lasting Agnes Scott friendships for keeping her grounded, no matter how high she soars or how far she travels. "I'll always have those relationships."

—Nancy Moreland

A REAL HOMETOWN HERO

Allison Adams '89 grew up playing in the world of lush forest, wild mountain flowers and mighty rivers of Rabun County, Ga. Though she now lives in the bustling city of Decatur, Ga., her love of the outdoors remains a constant source of inspiration. "My brother and I were raised in the woods, practically. As a family, we camped, hiked and especially fly-fished. My parents taught me to appreciate the value of preserving, protecting and enhancing natural resources—both urban and rural—for the benefit of our health, economy, recreation, environment and future generations."

Today Adams is a well-respected advocate for environmental stewardship, and in recognition of her work, she recently was named one of Decatur's Hometown Heroes.

"We recognize volunteers who have gone the extra mile to make our community a better place," says Linda Harris of the Decatur Downtown Development Authority. "It's incredible what all Allison has done. She has gone far beyond the call of duty and made it her personal mission to improve

the quality of life here in Decatur."

Adams professes it was a need for fresh air as well as a love of the outdoors that spurred her to help organize Citizens for a Livable DeKalb, a group dedicated to improving DeKalb County's quality of life. "I've always been physically active, a real outdoors person. I never really worried about air quality or increased particulate

environmentally friendly transportation like biking, walking or MARTA."

Practicing what she preaches, Adams often bikes the few miles from her Winona Park home to her office at Emory University where she earned her master's degree and is editor of the *Academic Exchange*. When she doesn't bike, she takes the Clifton Corridor Shuttle, an underused bus service



GARY MEER

Allison Adams '89 is a Hometown Hero.

matter. Then one night about four or five years ago, I couldn't breathe and ended up in the emergency room. I had developed asthma. I was compelled to become more actively involved with environmental air quality issues.

"Our goal is to educate people, teach them how to let go of their cars and use

that her group promotes.

Gardening is another of Adams' outdoor passions that she uses to promote environmental stewardship. She serves on the directing board of the Oakhurst Community Garden, a group that has preserved several fertile acres along a Decatur stream bank. Here they

maintain gardens to educate school children and provide them with hands-on gardening experience. "It's great—they get to play in the dirt!" Adams says enthusiastically.

Adams describes herself as "not a city person," but she feels right at home in her Winnona Park residence. In fact, her grandparents lived there for many years. Her father grew up there, and she gardens among her grandmother's roses and hyacinths. She recalls passing by Agnes Scott on the way to visit her grandparents. "I always

thought it was so beautiful. When I was 15, I visited the campus and fell in love. I knew that was where I wanted to go. It felt right."

Adams, an English major, contends it was a great decision. She treasures the friendships she made at the College and is inspired by her friends. "They're doctors, lawyers, artists, all successes in their fields. An impressive bunch of people."

An environmental crusader by day, Adams becomes a serenader by night as partner in the singing duo

"Bittersweet." Adams describes their music as "acoustic music featuring smooth vocal harmonies and a variety of instrumentation." They perform regularly at local coffeehouses, and recently opened for the nationally acclaimed singer-songwriter Kate Campbell.

This summer back in Rabun County, the laurel will bloom along the creek banks, in coves, and on hilltops, transforming the North Georgia landscape. Allison Adams will be singing, pedaling her bike to work, distrib-

uting bus schedules, helping kids harvest fresh vegetables — crusading for environmental stewardship, transforming her world.

—Lorayne Bryan Weizenecker

OVERCOMING A BUMPY START

Agnes Scott College's expectation of excellence enabled Ann S. Alperin '58 to overcome a bumpy start as Young Audiences executive director 18 years ago. This same expectation



Allison Adams '89, does her part in protecting the environment when she bicycles through ASC campus to her job at Emory University.

resulted in Alperin becoming one of 10 "Women of Distinction" for the Georgia/Tennessee chapter of the Crohn's & Colitis Foundation of America for 2002.

"It didn't occur to me that I could fail," says Alperin, who has served on the ASC Board of Trustees since 1996 and took over Young Audiences with no formal training after the first executive director left. "I would figure it out. I had to."

The new chapter was just beginning when Alperin, who retired last year, took the helm. "There was lots to accomplish—and nothing to do but plunge ahead," she says. She boxed up the former director's photos and plants and moved behind the desk. "It's not a way I recommend taking on an organization. It worked for us, but there are probably different ways and styles that make folks more comfortable."

Young Audiences' mission is to enrich the lives and education of young people by providing them with educational arts programming conducted by professional artists. "I call it sneaky education—ensuring that young people are so delightfully engaged that they never know they're learning," says Alperin, who describes herself as a great audience but not an artist.



The Woman of Distinction Awards celebration included (front row, left to right) Irma Starr, award winner; Ann Alperin '58, award winner; Julia Bernath, award winner; Marcia Greenburg, CCFA executive director; (back row, left to right) Keith Reisman, Board of Trustees president; Suruba Wechsler, speaker; Leslie Abrahams, co-chair; Janis Zagoria, award winner and Sherri Wildstein, co-chair.

The Crohn's & Colitis Foundation award honors women who have demonstrated a commitment to enhancing the lives of children regardless of whether the women have a connection with the foundation. Alperin does have a connection, however. Her daughter, Moose, was diagnosed with Crohn's disease, chronic inflammation of the digestive tract, as a teenager.

"All the nominees are worthy," says Karen Rittenbaum, Crohn's & Colitis Foundation development coordinator. "The work they've done has just been remarkable. Young Audiences just speaks for itself."

"I believe the emphasis

on learning to think, communicate and come up with solutions are the basic underpinnings of everything," Alperin says of her Agnes Scott education. "I can't imagine a better preparation."

An English major who graduated Phi Beta Kappa, Alperin has used her liberal arts education to help artists write study guides for teachers and to co-write a book, *The Family Connection, a Guidebook for Family Decision-Making*. She also has written an anti-drug activity book for children.

"You do whatever comes through the door. You have 10 balls in the air, and you have to somehow field them all," she says of running a

nonprofit organization.

In 1988, the Atlanta group received the National Chapter Achievement Award, which was the first time it was given to a young chapter. It serves about 1.5 million children a year.

Alperin says Young Audiences of Atlanta benefited from being younger than other chapters. "We developed a broad definition of the arts that other chapters have struggled with. It was wonderful and freeing for us and allowed us to grow and become such an effective avenue of education for kids—appropriate but different."

The real value of awards is highlighting Young Audiences' work, says Alperin, who was also named one of *Atlanta* magazine's "Women Making a Mark" in 2001. "We get so busy doing the work, we often forget to tell the story. Then something like this (Crohn's) award comes along highlighting my work, and I get to take that light and shine it back on Young Audiences."

Alperin married her husband, Herb Alperin, a pediatrician, during her sophomore year. They have two sons and daughters-in-law, a daughter and two grandchildren.

—Wendy Cromwell

To the Editor:

I was flabbergasted and horrified to learn that the only thing that Katherine Harris regrets about the 2000 election debacle in Florida is that she did not get enough television exposure. (AGNES SCOTT ALUMNAE MAGAZINE, Winter 2002)

Tens of thousands of registered voters in her state, mostly minorities, were turned away from the polls for bogus reasons, denied their right to vote.

Tens of thousands more in West Palm Beach, Broward and Dade did not have their votes counted and were confused by ballots approved by Ms. Harris' office. The widespread confusion and terrible mismanagement of the election in Florida left the election of the president of the United States in doubt and will forever cast a question over the authenticity of the results. There were near riots. Other countries, including Cuba, offered to send in election observers to assist Florida in counting its ballots.

One can only assume that other elections in Florida under Ms. Harris' watch, which did not gather so much international attention, were equally poorly managed.

As the secretary of the state of Florida Ms. Harris is the elected official responsible for the administering of elections. She took an oath of office to uphold the Constitution of the United States and the Constitution of Florida. It was her duty to protect and assure for the citizens of Florida the most important civil right of all: the right to vote and to have their vote counted. She failed.

Ms. Harris' only regret is that she didn't get enough face time on T.V. "I was only on four times . . . Had I come out more, and people had seen me as I really am, maybe that would have given a different message." Maybe people would have gotten a different message had Ms. Harris been more concerned with the performance of her very important duties and less concerned with her image.

Colleen O'Neill '84

To the Editor:

In your recent article on her, Katherine Harris focuses on what has happened in her state since the 2000 Presidential election, on a so-called "civics lesson." But that doesn't hold any interest unless one happens to live in Florida. The spotlight remains on the election itself, which denied many citizens their vote and put an unelected person in the White House (with the aid of a Supreme Court that stepped in and spoke where Florida voters should have been allowed to.)

Perhaps you could run an equally flattering article on an alumna who worked on the other side of that election. Ms. Harris got off light in your account, and continues her mantra from the election that she was only following the law, although she was Bush's co-campaign manager in the state, had been a Bush delegate to the Republican convention, and made decisions that always aided Bush, never Gore.

Betsy Serman '53
Washington, D.C.

To the Editor:

Who wouldn't enjoy the Alumnae Magazine! I feel fortunate to receive it. I'm sure I speak for all us oldies ('46) when I say how much I enjoyed the *Sotto Voce* choral ensemble last November

when they sang for the luncheon I attended. Such fresh young voices. My how the world has changed. We did not know most of those countries were or ever would be.

Jeanne Shepherd '46

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GIVING ALUMNA

The Bo-Mobile is one more expression of this alumna's lifetime of giving to the College.

Anne Register Jones '46 seems hesitant to acknowledge her role as one of Agnes Scott's most active and consistent donors. Her humble smile and the mischievous sparkle in her eyes suggest she may, at any moment, decide she prefers to become anonymous.

However, having served on the steering committees for the Science Hall, Centennial and Bold Aspirations campaigns, Jones has made a statement. Those fund-raising experiences taught her that when one person gives, it inspires others to do the same. To that end, she says, "I decided to own up to the fact that I give because I feel so passionate about the mission of Agnes Scott, and I hope something in my experience might encourage others."

Jones made her first gift to Agnes Scott shortly after graduation. While she doesn't recall the exact amount or occasion, she does remember the sense of joy and purpose she found in giving back to an institution that transformed her.

"I was a real country girl when I came to Agnes Scott," Jones says. "I grew up in Fitzgerald, Ga. From the time I was a little girl, if people asked me where I wanted to go to college, I told them Agnes Scott because it had the best academic reputation. And it still does."

Jones cites the highly respected faculty, rigorous academic training and inspiring campus as just a few of Agnes Scott's most outstanding benefits. She believes Agnes Scott empowers women, arming them with the self-confidence to face any challenge.

Jones is driven to ensure that the advantages of a single-sex education remain available to all young women. "For most, attending a private college wouldn't be feasible without financial assistance. Fortunately, for now, Agnes Scott can offset the cost by offering financial aid and scholarships to students. But this won't remain possible without the support of alumnae, many of whom benefited from those

same financial aid packages and scholarships when they were students," she says.

Growing thoughtful she adds, "Some alumnae believe their tuition was their gift to the College. Most don't realize that tuition pays less than 50 percent of the cost of an Agnes Scott education. Income from the endowment makes up the difference."

A goal of Bold Aspirations: The Campaign for Agnes Scott College is to increase alumnae participation in giving to the College. Jones remains hopeful that many will change their attitudes. She feels strongly about the extraordinary results that occur when women combine their gifts for an important cause.

"You give to what you believe in," she says, "...to what you care about. I hope our alumnae will stop and consider what Agnes Scott meant to them when they were students, what it has meant in their lives since, and what it can mean to others."

Her own college experience prompted a small gift 56 years ago, and it turned philanthropy into a way of life for Jones. Her gifts to Agnes Scott include regular contributions to the Annual Fund; a substantial donation to Bold Aspirations: The Campaign for Agnes Scott College; including the College in her will; her time and leadership skills; and most recently, a new golf cart.

Dubbed the "Bo-Mobile" in memory of her late husband, Boisfeuillet Jones, the golf cart will be used to transport guests around campus. "I was lucky enough to marry a man who shared my passion for Agnes Scott and for education. He believed as I do—education changes everything. My education from Agnes Scott certainly transformed my life."

While Jones hopes her acts will inspire others, she herself often turns to these words by an Episcopal bishop, "You really only possess what you dare to give away, otherwise it possesses you."

—Dawn Sloan Downes '92



Anne Register Jones '46 prepares for a spin in the Bo-Mobile.



AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

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THE WORLD FOR WOMEN

Agnes Scott



Agnes Scott

Fall 2002 Alumnae Magazine



"The most satisfying
board experience I've had"
Joseph R. Gladden Jr.
Chair, Board of Trustees
Agnes Scott College
1992–2002

A college's trustees hold valuable keys to doors that open the way for their president's successful tenure.

Shortly after being named President of Agnes Scott College, I asked Tom Kessinger, a friend and then-president of Haverford College, what advice he could give me. He responded with seven recommendations, and they all began with *T*. *T* for trustees. Gather any group of college or university presidents together, and who will they talk about (if they don't talk about faculty!)? *T* for trustees.

One colleague confided that when she first arrived trustees had keys to the president's house. She took a deep breath, changed the locks—and is still president.

Trustees are the unsung heroes, and sometimes villains, of the American academy. For private colleges like Agnes Scott, their importance derives from their ultimate fiduciary responsibility, "ownership" of the institution, and the fact that they are an independent and self-perpetuating governing body.

Most boards delegate institutional leadership to the president and curricular responsibility to the faculty, but retain fiscal as well as overall policy control. In this complex system of shared governance, the ultimate power of boards of trustees appears shadowy and is not well understood.

This issue of the magazine focuses on the role of the College's trustees during the "Gladden era." Joseph R. Gladden Jr. served as chair of the Board of Trustees from 1992 to 2002, leading Agnes Scott through a period of leadership transition and extraordinary institutional change. Under his leadership Agnes Scott has been blessed by a remarkable group of trustees, women and men, whose institutional stewardship and deep educational commitment have propelled this liberal arts college to a new level of excellence.

As President of the College I am selected by, appointed by and report to the Agnes Scott trustees. It was clear to me from the outset that the trustees were looking for a new vision of institutional excellence—and, most importantly, that they were willing to commit whatever personal time and institutional resources were needed to achieve this goal. No one personified this more than Joe Gladden.

In reflecting on Joe's leadership, I am reminded of his modest, consensus-building style, not the table-thumping demeanor or overweening condescension that I might once have associated with a globe-trotting senior vice president of The Coca-Cola Co.

Board meetings were extraordinarily collegial, often light-hearted, even as our trustees grappled with serious issues facing Agnes Scott. Joe rarely tipped his hand, but almost always pulled together a broadly shared consensus, not an easy task with some 25 to 30 very different personalities.

From my perspective, the most critical decisions made by the Board of Trustees during the past seven years were made in 1997. At the spring meeting, the Board approved an ambitious long-term plan, "Strategic Directions for Agnes Scott College," and a Campus Master Plan, authorizing the financing required to implement that plan. Endorsing these bold initiatives, with

a relatively green president and an enrollment that was just beginning to turn around, involved considerable risk. But the Board resolution was crisp and firm: "The Board of Trustees of Agnes Scott College is committed to excellence in all dimensions of the mission of the College in order to prepare women for life and leadership in a global society."

Although all trustees supported these initiatives, it was the chair who provided the determination that we could, and must, do it all, and do it all now.

Joe has been my mentor and friend, standing behind me or sometimes pushing me forward, always available, but never meddling. He leaves me a stronger and more confident college president. Without fully realizing it, he has also mentored his colleagues, the trustees, individually and as a corporate governing body. The work of the Board takes place through a committee system, and Joe made many efforts to make sure that the committee system worked. Committee chairs have taken on considerable leadership, knowing as I have that we will have Joe's full endorsement and support. During his tenure as chair, the Agnes Scott Board of Trustees has matured into a well-functioning, multi-faceted governance body. It is well positioned for a smooth transition to a new era. Joe Gladden will continue as chair of the Steering Committee of Bold Aspirations: The Campaign for Agnes Scott College, and Harriet King makes her debut as the second alumna chair of the Board of Trustees.



Mary Brown Bullock

—Mary Brown Bullock '66

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COVER PHOTO BY GARY MEEK

Opportunities to develop as leaders—an important component of a 21st century education—abound for Agnes Scott students.

IMPROVING ON NATURE

The first thing I did when I got to Agnes Scott was run for vice president of the class of 2005," says LaTisha Cotto '05. After being elected and serving for a year, she was elected president.

Cotto says that being a leader comes naturally. "Leadership is a combination of delegation, communication, patience and time management. You basically have to have a well-rounded package to be a leader and if you're missing in any one of those areas it shows," says Cotto. "You can be the most organized, the most on-top but if you don't have patience and

Last winter, she participated in the Emerging Leaders Program, which helped her recognize her strengths and weaknesses as a leader. "I'm a Type 1 leader," she said, "which is basically the aggressive, go-getter perfectionist. For me, it's always been a challenge just to sit back and allow the people that I'm leading to play a role in the task at hand."

Cotto has lots of opportunities to become the leader she wants to be. In addition to running the first-years' FYI program through Orientation Council, her position as president of the class of 2005 puts her in charge of organizing the class' participation in Black Cat week and Sophomore Family Weekend. Cotto also volunteers at the Decatur Cooperative Ministry and is a Big Sister of Atlanta.

Cotto, from Waco, Texas, is a Goizueta Scholar considering a double major in economics business and Spanish.

—Kristin Kallaber '04



LaTisha Cotto '05

empathy for those you're working with, people aren't going to respect you. They're going to fear you. Leadership is the struggle to attain perfect amounts of these qualities."

LEARNING TO LEAD

Leadership is standing firm when you should and conceding when another idea is better or another strategy is right," Meredith Baum '02 says. "Leadership is compassion, understanding and intelligence combined with the best effort you can give without ever giving up on your goal."

During her Agnes Scott years, Baum not only developed her personal definition of a good leader, she became one,

serving her senior year as president of Social Council and co-captain of the soccer team. Baum exemplifies the College's goal of creating a bridge between Agnes Scott as a learning community and the wider world of women in leadership roles beyond the College.

This year Baum and other seniors participated in the first Presidential Leadership Forum, one of five leadership programs the College offers through the dean of students office. A goal of the forum is to provide seniors with a means for discussion about what happens after Agnes Scott.

"The Presidential Leadership Forum was great because it provided different atmospheres to discuss leadership," Baum says. "We went from the conference rooms in Alston to the top of the SunTrust building and finally to President Bullock's living room."

"Our [Social Council] budget cuts were pretty severe, and it resulted in a lot of strain," she notes. "Attending the forum allowed me to see that I was in the same situation as other leaders, and it helped to be able to talk to them and share our experiences."

Developing programs

Catherine McGraw, associate dean of students, has added the forum and two other leadership programs since coming to Agnes Scott in 1999. The other two programs—the Emerging Leaders Program and the LeaderShape Institute—develop



LeaderShape: (back row, left to right) Hameeda Bello '04, Lauren McCain '05, Ucha Ndukwe '04, Ivan Kolera '05, Natalie Recard '05, Natasha Price, staff, Michell Spinnato '04, (second row) Alicia Hardy '04, Nina Tioleca '04, Kelly Lindquist '05, Jeanette Long '05, and (front row) Pam Boyd, staff.

the leadership skills of first years, sophomores and juniors. Shuronda Smith, assistant dean of students, offers a two-day Leadership Retreat and Leadership Saturday. These five programs form the umbrella of the Agnes Scott College Edge, the College's effort to "develop leaders, thinkers, visionaries and problem solvers who can effectively empower both self and others in creating a stronger society and better world."

"My goal is to give as many students as possible opportunities for self-exploration in terms of piecing together their personal interests, personalities, styles and leadership strengths with the opportunities out there," McGraw says.

Students' self-exploration begins as first years, 20 of whom are reaping the benefits of the first Emerging Leaders Program last winter. Each participant holds a student leadership position for her sophomore year. LaTisha Cotto '05, a participant, was elected president of the class of 2005 after completing the program.

"The Emerging Leaders Program was not what I expected, because when you think of going on a retreat, you think of it as being monotonous and boring and it wasn't at all," Cotto says. "We did activi-

ties that focused on communicating with each other. ...The program allowed you to shine, but at the same time taught you how to let others shine also." The program's goal is to prepare first years for leadership roles in and out of the campus community through activities that help students come to know themselves and their leadership styles.

LeaderShape Institute

Sophomores and juniors can participate in the LeaderShape Institute, an opportunity made possible by a three-year grant from the AT&T Foundation to all women's colleges in Georgia. In May, 10 students attended the LeaderShape Institute for a week.

"The description given made it sound like a boot camp, but that was not the case," Nina Tioleco '05 says. "Some days were long, but they were worth it." While at the ethics-based institute, students created a LeaderShape Project to undertake in their organization during the next year.

"The LeaderShape Program is radically different from any other leadership program I have ever encountered," Alicia Hardy '04 says. "We didn't sit around talking about how we could be leaders, we

acted it out. We learned to have a healthy disregard for the impossible."

"A big part of becoming a leader is experiential education," McGraw says. "You learn so much from doing. It's not just what you do in the classroom, but what you do outside the classroom. I don't see leadership as being just elected positions. There are all kinds of leadership opportunities that happen out there, like starting a club or doing an internship."

Shorter programs

Student Activities sponsors two shorter, less intensive options for leadership development. Each year before registration, about 110 elected officials from the Student Government Association, Senate, Honor Court, Judicial Board, Inter-Organizational Council, Residence Life, Orientation Council and Allocating Committee are invited to attend the Leadership Retreat.

"We start with dinner on campus, and President Bullock speaks to the students about leadership," Smith says. The group leaves the next morning for a resort, where this year Rosemary Lévy Zumwalt, dean of the college, spoke to students about the intellectual climate at Agnes Scott. Students alternate between listening to speakers, discussing campus leadership as well as having fun.

Smith revamped Leadership Saturday, a tradition at Agnes Scott, to conclude leadership week—the week of student elections for the next year. "It's really a time when I hope that new and old leaders will get together and reflect." All students are invited to this on-campus retreat.

If students seek leadership opportunities outside the programs offered within the Agnes Scott College Edge, the Office of the Dean of Students provides funds for selected students to attend other leadership conferences and programs.

—Kristin Kallaber '04

LEADING THROUGH LISTENING

My main goal as president of the Student Government Association is to focus on everyone getting along," says Jodi Dixon '03, who serves as a liaison between students and administration. "Basically, I attend to any problems the students of Agnes Scott may face."



Jodi Dixon '03

Dixon has served on Student Senate since her first year and has been a member of Tower Council and Winship's dorm representative. As SGA president, Dixon oversees the SGA Executive Board, which consists of the SGA treasurer and secretary, the presidents of Senate, Judicial Board and Honor Court, the Inter-Organization Chair and the minority adviser.

"I hope to truly open the lines of communication between the students and the administration, between students and faculty, between students and staff and, most importantly, between the students themselves," she says.

Dixon wants SGA to provide tangible changes for students during this term, such as improving the Agnes Scott Intranet and its accessibility to students and student organizations. She would like for each organization to have a section

for its constitution, pictures and officers, as well as have a section focusing on the SGA Executive Board.

"This year's Executive Board just wants to be accessible to students," she says. "If a student has a problem ... I want her to feel comfortable discussing it with me so that I can show her the right avenues to take. As a leader, I think the most important thing is listening."

Dixon, a psychology major from Douglasville, Ga., participated this spring in Washington Semester as a public law intern for a government relations lobbying firm. —Kristin Kallaber '04

CLASS OF 2002 SAILS OVER THE TOP

The 2002 Senior Gift Campaign boasted a 43 percent participation rate, exceeding the goal of 40 percent needed to receive matching gifts from trustees Joie Delafield '58 and Frannie Graves '63, co-chairs of Bold Aspirations: The Campaign for Agnes Scott College. Delafield and Graves matched the seniors' original total of \$2,002.02 by donating \$1,001 each, bringing the total to \$4,004.02. Also, even without the matching funds, this 2002 gift set a record for

Senior Gift Campaigns.

Ellen Crozier '02 and Qiana Dreher '02 were co-chairs of the Senior Gift Campaign committee, which consisted of about a dozen seniors.

"The group provided a focal point for the senior class," says committee member Jana Lott '02. "We provided familiar faces to discuss giving to the College, not just a flier in a mailbox or a poster on the wall. The group was made up of women other students knew and respected, so the Campaign became more personal, and subsequently meaningful."

Eighty-five seniors donated gifts to the Campaign, which contributes directly to the College's Annual Fund.

"This campaign was really successful," says Laura Pitts, annual gifts officer. "The Annual Fund is like the checking account for the College. It goes where the College needs things today, like to help supplement financial aid, student scholarships and library acquisitions. I think when seniors get the message through Senior Gift campaigners that their gifts to the Annual Fund have an immediate impact on the College. Even though it may only be a five, 10 or 20 dollar gift, it makes them feel like they can actually make a difference." —Kristin Kallaber '04



Senior Gift Campaign Volunteers: (front row, left to right) Tiffini Bell, Curry Hitchens, Ellen Crozier, Annea Clair, (back row, left to right) Jana Lott, Trianna Oglivie, Katherine Price, Qiana Dreher, Rebecca Baum, and Kirsten Ohlson.



FINDING THE RIGHT ROOM

*Beginning with a signal discovery made early in life,
Mary Hood uses her knowledge and experiences to encourage
students in developing patience and the long march
for writing and for life.*

By Jennifer Bryon Owen

Mary Hood, writer-in-residence at Agnes Scott this fall, recalls the discovery she made in a Georgia Tech physics class where she was pursuing a master's in chemistry.

It was while answering a test question: 'If it is raining and a man goes to his car, will he get wetter running or walking?'

"I was in this room with 150 people who cared desperately," says Hood. "It was slide rule times, and you could just hear them whizzing.

"I thought 'They don't even know what color the car is. They don't know why he's walking or running, or if it's raining like mad, why would he walk? Ah, why would a man walk slowly in the rain?'"

Feeling as if she had been in a dream, Hood realized she had not put anything on the paper.

"I thought 'I'm in the wrong room. That's all. There's nothing wrong here. I'm just in the wrong room,'" says Hood. "It was like the mercy of God that I finally realized that. I was interested in scenario and not science. And that was the day I started [writing]."

She laughs as she recounts telling her parents her decision and asking if she could live with them until she got established. "I told them this may take a little time—I was thinking six months or so. It was 12 years before anything got published."

Hood is the author of a novel, *Familiar Heat*, and two collections of short fiction, *How Far She Went* and *And Venus is Blue*. She is the recipient of the Flannery O'Connor Award for Short Fiction, the Townsend Prize, the Southern Review/ Louisiana State University Short Fiction Award and the Whiting Award.

Those 12 years that she wrote, sent her fiction to editors and saw it come back taught Hood her definition of success. "It's what I needed because I was competitive, I was whiny and I was a depressive. I was a mess," explains Hood. "What I needed to know was that by discipline and getting out of bed every morning, you can help something good happen in the world. Nothing matters—early publication, late publication—those are not success things to me."

Such a philosophy, Hood admits, doesn't sit well with some students "who are eager to get on with it." But, these are things students need to learn about life, even if they don't want to be writers.

"If they understand those things, they won't get off track if they succeed or if they fail forward for 12 years like I did," says Hood. "When you fall, unless you just fall straight down to China, you are going to fall at least a body's length forward. If you get up smart, you'll be that much farther along. For me, forward failure is progress. It may not be success, but it's part of it. I want them to learn these things—about life and writing. It's patience and

the long march."

There may be a day she doesn't write at all, Hood explains. "There may be many days. There may be days I write and then I throw it all away. Those are all tremendous days as a writer."

Hood doesn't prepare a detailed syllabus prior to beginning her classes as a writer-in-residence, a position she has held at The University of Mississippi, The University of Georgia, Berry, Reinhardt and Centre colleges as well as Stone Mountain High School. At Agnes Scott, she is teaching two classes of creative writing.

"Then, I'm supposed to listen. I already care," says Hood. "I make that first class sort of loose until I get to know who they are. Somehow, I know from that what it is we are going to do. Every class I've taught in all the places I've done this, each class had a theme, its own coming together kind of theme, and the students didn't know that the other students in the class were on the same track."

She jump starts her classes by reading books or passages, which leads to discussion and writing exercises, designed to get students to delve into their memories and experiences with myriad and unusual questions. "They're not ever going to be on the surface, ever. They are honest and they go into these exercises with all their skill and all their senses, and when they come back out, they have brought something new to light. It is so thrilling, and they do it every time."

Students think they are just playing, says Hood, but when they get through, they've had weeks of the discipline. "That's why I make them keep everything in a book. They won't remember [the progression of their creativity]. Creativity is like that, but they will always have proof of what they can do."

Hood used to say no when asked if a person can be taught to write. "And I think that might be true. I think you can learn writing, and of course, we learn by writing. I'm still learning. What I do is find ways for people to learn. I hope I don't know a recipe—Do this and this, then crank it up and it comes out. Creative is nothing anybody can do but the one who creates, so if you can lead someone to do that or inspire them in some way ... I'm also hoping to build confidence."

She notes that some writers want to assume the lifestyle of a writer before having written instead of the other way around. "Being a writer is a kind of lifestyle, and it has its own bohemia," says Hood. "I like the lifestyle myself, but having written is the real clue that you are a writer."

Hood also tells students that it isn't necessary to be decadent, as perpetuated by some. "But if you want to last, to run the long race, you have to take care of the machine. Basically, a writer's lifestyle is about applying yourself to your seat."

"What I needed to know was that by discipline and getting out of bed every morning, you can help something good happen in the world."

Hood, a native Georgian with a Northern father and Southern mother, is dubbed a "Southern writer." In defining the term, she notes her friends from upstate New York who are more Southern than many of her Southern born friends.

"What they are is country," says Hood, "and I don't mean bumpkins. They are sophisticated people, but they began in places that were rural. Rural life leads to community and community events and stories, plus they each came from large families so they have a lot of stories. I think it's that—the actual time that has been spent in knowing each other's story. That is a Southern thing, but it is probably in danger. We're all just in a hurry, and we don't hang together enough to listen anymore."

She notes that even writers in other countries have a Southern feeling about their stories. "Now that we have access to so many wonderful translations of the Nobel winners, we see all around the world that Southernness, even if we don't have the same causes. *Steel Magnolias* is not going to happen in China, but something like that could and Amy Tan told us."

Although a recipient of the Flannery O'Connor Award, Hood sees her approach to her characters as very different from her fellow Georgian's. She thinks O'Connor didn't love her characters.

"I've come to accept the fact that she had many things making her judgmental. She was the church militant; I feel like I am the church triumphant," says Hood. "We are in the same war, we're working for the same major general, you might say, but we're certainly on different fields. She didn't have a lot of time ... She was very directed, and she had to be. I used to think she would very much disapprove of me."

"I just come from a different place in my creating and a different place in my believing and a different place in my punishment. But, I honor her ability. She's brilliant. I honor the sincerity of her work, which was prophetic."

No one has ever compared her, says Hood, to another Georgia writer, Erskine Caldwell, but she sees her characters as just two or three generations down from the same people he wrote about. "The best he wrote was as good as Greek tragedy and horribly funny the same way that Flannery was horribly funny. I don't get my laughs the same way, but I think the characters would."

Hood's works in progress include a novel by the working title of *The Other Side of the River*, which is about the 1994 flood in south Georgia. Told from the perspective of a black woman, the book also has Hispanic characters—Hood holds a degree in Spanish from Georgia State University. Another work is about a blind faith healer.

"That will let me be more open about my

faith," says Hood. "I used to think that bearing witness meant you had to testify. I think it can help whatever it is that God is [to] endure what he knows because we don't blink. I blinked a long time—remember all those baseball books? I avoided it a long time. I didn't help him at all. I had my own troubles and hurts, and that was enough. But, then I got over it."

During her childhood, Hood read only books about baseball because no one died in them. In one that she had read, the heroine was murdered by Indians, and it adversely affected Hood. "I didn't read anything that was true or anything deathly, and now I just won't leave it alone. ... Death still astonishes me."

The novel, *Mila 18*, helped break the drought. "It was about the Warsaw ghetto, the Jewish uprising," explains Hood. "I realized whatever we're doing looks pretty trivial if we are avoiding knowledge. It's ok to avoid death, but don't try to avoid knowledge. That unblinking came when I realized that. I fought back. Years passed, and I was in a class action suit against God with all this. I thought it's going to break his heart pretty soon now. I was a foot stomper when I was little. It's not fair. I would write it down, but that's not being a writer."

While teaching at Agnes Scott, Hood is working on a collection of short stories now called *Survival, Evasion, and Escape*, a title picked up from a U.S. Army training manual. She finds that she works well while teaching because the students' discipline helps her.

She envisions this collection being international rather than Southern. The first story, "The Shammes" is about a Holocaust survivor living in a personal care home in Cleveland and trying to keep Kosher, even though he cannot communicate through language with those caring for him. The shammes is the candle from which all others in the Hanukkah menorah are lit, explains Hood, and he is the candle.

"How did he keep his faith and why," questions Hood with tears coming to her eyes. "Being alone in Cleveland is harder than being with all the hundreds and thousands in the death camp. To die like this without even the synagogue knowing he's there."

"That story will seem to have absolutely nothing to do with the next one and the next one and the next one," says Hood. "But by the time I'm through, it will have been a light around the world."

Even though her characters and stories frequently move her to tears, Hood declares being a writer was her destiny. "I think from childhood, I knew something like this was going to be the way that I would find my easiest and most lovely way to live. Not maybe to earn a living, but to just be myself." 🐾



During her childhood, Hood read only books about baseball because no one died in them.

'Hotel Brat' *only the beginning*

Her childhood in the family hotel businesses paved the way for this alumna to make unity the cornerstone of her tenure as the first female president of the Daytona Halifax Chamber of Commerce.

By Leisa Hammett-Goad

The corporate and nonprofit boards on which Blaine Staed Lansberry, 82, sits number about 20. That must mean Lansberry jokes that she is on someones hit list. But rising to those roles comes naturally to this vice president of sales and marketing for Bahama House hotel in Daytona Beach, Fla., and president of her family's hotel, real estate and investment business.

The first woman appointed president of the Daytona Halifax Chamber of Commerce, Lansberry's skills developed in what she describes as a fun childhood growing up in her family's hotel business—going to the pool, meeting people, making toast—all before child labor laws, she jests. But being a "hotel brat" gave Lansberry an insiders view of every aspect of the business, grooming her to become a leader.

Returning to the family business after Agnes Scott, however, was not Lansberry's career aim—unlike younger sister Leslie Bush, who earned a hotel administration degree and worked in the industry up North. After majoring in economics, Lansberry job searched in Atlanta, turned down entry level banking positions and returned to the Sunshine State to further her formal education. Following a year-plus at Florida State University studying accounting and insurance, she returned to the family business, "by default."

In spite of her hotel experience and family status, Lansberry began a notch above entry level. She earned her way up, concentrating on sales, eventually attaining the ownership management level.

Lansberry oversees the sales and marketing department, which includes in-house advertising, other creative services and reservations. Working with sister Leslie, who had returned home, they set a goal to be progressive in management, giving incentive bonuses, conducting in-house inspections and computerizing systems.

While at one time the Staed family owned 11 hotels within a 15-mile radius of the Daytona Halifax area, they averaged owning six hotels during the four ensuing decades. Three years ago, a buyout resulted in a dramatic downsizing of their business. The family sold all but one hotel, the 95-unit, oceanfront Bahama House.

While her early careers travel schedule often prohibited forming relationships, Lansberry met Brian Lansberry, a former all-American college swimmer, and they married in 1987. Also from a family of business owners, Brian worked his way up in the Staed business and is now the hotels general manager. The couple has two children, Brantley, 6, and Kelsey, 9.

Sister Leslie, "retired" from the hotel business to be a full-time mom, Lansberry credits Leslie for being her eyes and ears at their childrens schools, enabling her own demanding career.

Productivity and scheduling are a must in order for Lansberry to fulfill the many opportunities afforded her, one of which was being invited to become the first female member of the prestigious Checkered Flag Committee. Composed of about 100 influential business leaders, the committee volunteers as additional management during races at the Daytona 500. A typical days tasks for committee members at the famous race—the worlds largest outdoor sporting event—or other speedway races include ushering dignitaries or ordinary fans to their seats, helping others locate their cars or transporting people with disabilities in a golf cart.

The latter duty meant that Lansberry received a crash course in driving a cart. It was taken for granted that since most Checkered Flag Committee members played golf, Lansberry would know how to drive a cart. But she'd never played the sport. She laughs, recalling that on the morning of the busy Daytona 500, she learned and later maneuvered a cart amid a "sea of humanity."

Last minute golf lessons—about 10 crammed in one week—were a necessity in order for Lansberry to play in a Chamber tournament. Her game was bolstered because her partners were a former pro and a former college golfer. They



PHOTO COURTESY OF IOANNA KAVEY AND DAYTONA BEACH NEWS-JOURNAL

Blaine Staed Lansberry '82 relaxes beside the family business.

placed among the top five winning teams. It was Lansberry's first and last time to play.

Almost a decade ago, Lansberry was asked to join the Daytona/Halifax area Chamber of Commerce because of her tourism industry experience and expertise. Her term as chamber president two years ago was a turning point for the area's seven distinct regions, each led by its own chamber. Her self-mandated tall order for her presidency was to unite Volusia County's very distinct regions into a unified regional voice for economic development. The two largest areas, including her own chamber's, were sometimes perceived as domineering, parochial and self-protecting. The year consisted of numerous meetings with each chamber, focusing on what was best for the entire region.

It took a lot of effort, a lot of meetings, networking and mediating with neighboring areas, but it resulted in a positive outcome — economic development that enhanced the quality of life for all areas," says Lansberry.

Lansberry raised the most money in the organization's history for a chamber banquet. With 1,200 attendees it was also the largest ever held. The speaker, retired Army General Norman Schwarzkopf, shared tenets by which he conducts his life. One belief impressed Lansberry: "Do the right thing."

"We take that saying for granted, but it's hard to do the right thing in economic development. It is hard to develop here, considering environmental rules, protecting sea turtles, coastal construction rules," says Lansberry. "A competitive industry's concerns may not be the same as quality of life issues."

It's remembering the quality of life she enjoyed growing up and wants for her children and all of her community that undergirds Lansberry's civic commitment.

"Community service is essential to business. You need to be plugged in on local, state and even federal levels to understand the many facets of doing business," says Lansberry, adding that giving back makes her a good leader. "I grew up seeing my parents give back to the community — no matter how hard they were working. I want to do what I can do to help my community."

She believes women bring certain talents to leadership roles. "Women are good at bringing people together. I'm also a pretty good listener. I'm good at listening and not talking, which helps me in a lot of ways. Being a woman and having skills that are unique — but not exclusive to women — has probably helped me in leadership roles." 🐾

"Community service is essential to business. You need to be plugged in on local, state and even federal levels to understand the many facets of doing business."

LEADERSHIP

The Women's College Way

By Jadwiga Sebrechts

Women's College Coalition President

Leaders are advocates for themselves and others. They are risk-takers. They exhibit the traits of good citizens.

The statistics speak eloquently of women's colleges in educating leaders. But these are only the most conspicuous examples of the effectiveness of the leadership development at women's colleges and of its benefits to society. Leaders are advocates for themselves and others. They are risk-takers. They exhibit the traits of good citizens. Agnes Scott and its sisters continue to cultivate leaders in a multitude of ways. The methods are broad and specific, mission-based and curriculum-driven, dramatic and subtle. Women's colleges teach leadership first through their missions, whose authenticity students internalize and reflect.

Women's colleges unapologetically prioritize the development of women's talents and skills. They do so deliberately through the teaching and learning dynamic. And women's colleges offer ample opportunities for practicing leadership.

The women-centered environment advances the teaching of leadership, but nothing gives more vitality and priority to the ethos than the explicit identification of a college's mission as the training for leadership. This setting of expectations lifts self-expectations of the students. Values that are incorporated in the lived mission of the institution are clear. One need only consult the values statement in the Agnes Scott Catalog to see that women's colleges educate students in service, in citizenship and in local and global community.

Women's colleges increasingly a reflection of the changes in society and of the growing diversity of women attending college, have responded vigorously to this evolution and to the needs of their diverse populations. Women's colleges are where service learning was pioneered decades ago because of the perceived need to establish a curricular

connection between the classroom with the lived experience of the extra-campus community.

There is rich evidence that a women-centered environment fosters students' intellectual development, enhances their sense of self-efficacy, keeps student aspirations and self-esteem high, and builds leadership skills. Using a national database comprising hundreds of thousands of students over a period of some 20 years, researchers found that students at women's colleges are more likely to graduate, more predictably exhibit a concern for social change, grow in their acquisition of leadership skills, and continue with their education after graduation.

Last year Mikyong Minsun Kim, a professor from the University of Missouri, released a new series of studies that found women's colleges are exceptionally effective in cultivating the desire to influence society among their students, and she attributes this mainly to the socially active and altruistically oriented student climate at these colleges. "Women's colleges seem to provide distinctive positive educational environments and a more liberal faculty climate," says Kim. "My research findings, based on national data, suggest that women's colleges are better than coeducational institutions in promoting women's intellectual and societal self-confidence, academic ability, and cultural awareness."

Women's colleges are teaching-intensive institutions with the teaching and learning dynamic catalyzed by reciprocity, mentoring and high expectations. There is an abundance of role-models and mentors, beginning with board members and the president of the college, whose examples of leadership cannot be overestimated in their student impact.

Leadership development is conveyed through: programs of study (a leadership curriculum); through the development of research projects in leadership and in women's leadership (the science of leading); through the development of internships (practicum of leading); through the organizing of conferences and special seminars on the subject (collaborative leadership); and through the publication of journals and newsletters (establishment of leadership networks).

Leadership and developing a sense of expertise are also dependent upon the opportunity to practice both. As Elizabeth Whitt, an expert on campus climates and student leadership development explains, leadership is learned within a climate that supports such learning and offers encouragement to assimilate the lessons. Since all student leadership positions are filled by women at a women's college, more women have the experience of leading, without facing the option of deferring to males. If an organization on campus is to be established and operate effectively, a woman has to do it. Dependence on women students to provide leadership, if any student leadership is to be had, stimulates faculty and staff to encourage women to take on these roles. If a student does not experience leadership in college, she is less likely to seek it out after college, when the risks are greater.

Finally, leadership development has a profound impact on the campus, as faculty become more



Jamie Bell '02 exemplifies student leadership at Agnes Scott.

involved and collaborative (since most leadership programs are multidisciplinary); as the practice of leadership development reinforces the underlying mission from which it derived in the first place. Leadership development becomes a crossroads, a meeting place for various generations, college constituencies, communities and sectors, to meet and collaborate.

Leadership development at women's colleges produces exceptional citizens for society and creates a forum for the coming together of a new and revitalized college community. 🐾

WOMEN LEADERS

- Of 60 women members of Congress, 20 percent attended women's colleges.
- Twenty percent of the 1999 *Fortune* list of the 50 Most Powerful Women in American Business attended women's colleges.
- Ninety percent of women's college presidents are women and 55 percent of the faculty are women.
- Sixty percent of recent alumnae have careers in industry, business and government.
- Of *Business Week's* list of the 50 women who are rising stars in corporate America, 30 percent received their baccalaureate degree from a women's college. Since women's college graduates account for less than 4 percent of college-educated women, they are over-represented six to one.
- One of every seven cabinet members in state government attended a women's college.
- In a 1997 magazine survey, 20 percent of the 100 most powerful women in Washington, D.C. attended women's colleges.
- Graduates of women's colleges are more than twice as likely as graduates of coeducational colleges to receive doctorate degrees, and to enter medical school and receive doctorates in the natural sciences.
- Twenty percent of women identified by *Black Enterprise Magazine* as the 20 most powerful African-American women in corporate America graduated from women's colleges.
- Nine out of 10 women's college alumnae have participated in at least one civic or professional organization since college.
- Fourteen percent of *Good Housekeeping's* "100 Outstanding Women Graduates," are women's college graduates.

Source: Women's College Coalition

MUCH ADO IN A COLLEGE THAT 'RUNS ITSELF'

*With a history of governance as his legacy,
Joe Gladden reflects on his notably busy and productive 10 years
as chair of the College's Board of Trustees.*

By Christine S. Cozzens

*"To work right, a
board has got to be
collaborative; a
chair should guide,
not run, a board."*

Facing page:

**President Mary Brown
Bullock '66 and guest
speaker Johnnetta B. Cole
walk with Joe Gladden to
the 2002 commencement
ceremonies, his last as
chair of the Board of
Trustees.**

Joe Gladden's philosophy of guiding a board of trustees is simple. "The best way to get people engaged," he says, "is to give them something to do and a feeling and a recognition that they are in fact doing it." When Gladden became chair of the Agnes Scott Board in 1992, there was "plenty to do, so many facets of the College needed attention."

Enrollment was low, relations between the faculty and administration were strained and the college atmosphere was marked by frustration and palpable tension.

"You'd walk on campus," says Gladden of his first years on the Board, "and it would be the rare thing when somebody would meet you eye-to-eye."

Gladden's 10-year term as chair was a time of transformation for Agnes Scott. With a large first-year class entering this fall, enrollment is at 910, a far cry from the low point of 499 in 1987. New and renovated buildings, innovative programs, additional faculty positions and more open relationships among the various campus constituencies are just some of the changes that contributed to making the College a happier, more intellectually vibrant place than it was in the early 90s.

The situation is different when he comes to campus now. "It's exciting," says Gladden. "The enthusiasm, spirit and oomph are everywhere."

Gladden plays down his role in these changes.

"To work right," he says, "a board has got to be collaborative; a chair should guide, not run, a board." Assessing Gladden's leadership from her perspective as a longtime trustee, Sara Vagliano '63 describes his legacy as "a history of governance." "We learned governance under Joe," says Vagliano, "what a board does and how to do it."

With much corporate and trustee experience to his credit including service on the boards of directors of Wesley Woods and Emory Healthcare, The Atlanta Ballet, and Coca-Cola Enterprises and chairing the boards of two public companies in Canada and Australia, Gladden was well suited to the job.

Gladden views his years at Agnes Scott as "the most satisfying board experience I've had," largely because there turned out to be so much for the Board to do. In 1992 when outgoing chair Betty Cameron '43 and President Ruth Schmidt approached Gladden about being chair, he was "honored" but concerned about the amount of work. Cameron and Schmidt assured him that "the College ran itself," and he agreed to take the job. Then in spring 1993, a disputed tenure case exacerbated problems on campus. In May, the faculty voted no confidence in the President, an action that called on the Board to take up what Gladden sees as its ultimate duty, that of "making sure that the leadership of the College is healthy and functional."



A Board that in Gladden's opinion had been "too separated" from the day-to-day life of the College suddenly faced an enormous responsibility.

What seemed that summer to be a painful crisis, Gladden now views as a defining moment, "a series of events that gave the College the opportunity to say . . . 'let's look at who we are and what our capabilities are and what our focus ought to



GARY MEER

Gladden congratulates Jamie Bell '02 during May commencement ceremonies.

Today Gladden views the no-confidence vote and its aftermath as a moment of opportunity for the Board as well as for the College. In 1984 the trustees had instituted a system of term limits that was just beginning to take effect in 1992, setting in motion a "built-in evolution" that would "open up the possibility of getting some new thoughts on the Board," according to Gladden. "So both the composition of the Board and the Board's focus changed a lot during that time."

He soon made revitalizing the Board's committee system a priority so that "every single committee became engaged in what they were doing."

"Joe did a masterful job of moving business to committees and getting the committees to transact the business so that their decisions were accepted," says Harriet King '64, who has served many Board terms and succeeds him as chair.

Gladden believes that in an institution like Agnes Scott, each governing body—the faculty, the students, the administration and the board of trustees—has an important but separate role to play; the institution works best when each fulfills its unique responsibilities yet works together toward common goals. As determined by the Board, "the changes . . . that had to be made" at the College in 1993–94 included addressing the enrollment problem, reviewing the administration as well as reviewing the curriculum, which the Board felt had grown unchecked in a well-meaning but futile effort over time to reverse declining enrollment.

But in Gladden's opinion, the no-confidence vote had given some on the faculty the view that "we [the faculty] won and now we're in control." Trustees were concerned by what they saw as a faculty potentially overstepping its charge and by the tension among the faculty, administration and Board. "One of our objectives was to say 'Look, we're all in this together and we're all going to sink or swim together. One way or another, we've got to get on the same page.'"

"In an academic institution, the name of the game is academics," says Gladden. From the Board's perspective, a reassessment of the academic program was essential to turning the College around and to presenting new leadership with a clear academic identity for the College. In the wake of President Schmidt announcing in fall 1993 that she would resign at the end of that academic year, the Board moved to require that the faculty carry out a review of the curriculum. Harriet King sees the curriculum review as the "key achievement" of that era. "Knowing that the faculty was willing to do their part gave the Board the confidence to go forward with the presidential search and later to 'bet the farm' on the building program."

be.' It was a unique opportunity to revitalize an institution that was very important to the community, to itself and to women's education."

Under Gladden's direction, a small Board committee met throughout that summer with the Faculty Executive Committee for a series of "difficult but enormously fruitful" sessions that created for the Board "a learning process in terms of understanding the institution much better than the Board had had an opportunity to do. It was also a learning process in the sense that it's a very unusual situation when a board is so clearly faced with a responsibility that can't be shifted."

When a faculty is at such major odds with a president, Gladden believes a board must act. "It was something of a learning process to actually face that and recognize that it had to be—it had to be."

"There's a fine balance, in an institution like a college, between a board that's engaged and one that is meddling," Gladden says. "And you've got to be very, very careful as a trustee, or ultimately as a board, to make sure that you're clear on what the board is supposed to be doing and, conversely, what the board is not supposed to be doing."

"Joe did a masterful job of moving business to committees and getting the committees to transact the business so that their decisions were accepted."

The Board's next steps were to find an interim president and develop a process for finding a new president. Gladden is clear about the Board's desire to have an interim president "who would not be a candidate for the long-term job" presiding while a thorough and thoughtful search for a new president was conducted. The interim president would need to carry out what the Board felt would be "painful . . . difficult . . . and unpopular" changes, thus allowing the new president to begin on a more positive note. He and the Board chose Sally Mahoney for the job because of her administrative experience at Stanford during a time of turmoil. Gladden was pleased with her guidance

during the transitional year, adding that "[Dean of the College] Sarah Blanshei had a huge role in all of that, too, and I think was an enormously important although probably largely unsung heroine of that transition, because she was the constant."

For Gladden, the presidential search process was far more important to the College's future than any other effort of these early years. "Recognizing that it was going to be a somewhat unwieldy process," the Board decided "to use an out-sized search committee consisting of representatives from every major college constituency . . . because of numbers and diversity of views." Gladden wanted the community to be behind the new president and

A BLIND DATE THAT WORKED AND LED TO MORE WORK

Sally Gladden '65 praises the work and leadership her husband has contributed to her alma mater as a Board member and chair.

Sally Gladden '65 speaks with pride as she talks about her husband's tenure as chair of the Agnes Scott College Board of Trustees.

"He was interested enough in the place where I studied to put so much time and energy into it," says Gladden of her husband, Joseph R. Gladden Jr. "His belief in women's education has continued to evolve over his tenure of 10 years.

"He has always seen the potential of the College," she continues. "He helped see the College through rough times. He is part of the history of the change of direction of the College."

Without a doubt, Gladden called her husband's efforts to get Mary Brown Bullock '66 to return as president in 1995 one of the best things that happened during his tenure. "She, Joe and the Board have made an incredible team."

Another major change that impresses Gladden is the renovated Evans Hall and changes in the serving area. "I am amazed at the choices. In 1965 if you had two choices, it was an amazing thing. I never cease to be surprised when I go in there."

The couple met on a blind date during her first year. "Most don't work out, but some do," she says, adding her husband's ties to the College run deep. His grandfather, Woolford B. Baker, taught biology during the 1920s.

His mother, Frances Gladden, attended, and his aunt Betty Baker Prior graduated in 1943.



The Gladdens' \$1 million gift to Bold Aspirations: The Campaign for Agnes Scott College will be used to fund the science building atrium, which will be named after Baker.

"We were showing his mother the atrium area of the new science building recently. She looked out one of the windows and pointed to a tree and said, 'I remember that magnolia tree. Joe played under that tree as a child,'" says Gladden, adding that her mother-in-law worked as a medical illustrator. "I guess his roots were planted early at Agnes Scott."

Although her husband's work with the Board was "clearly his territory," Gladden has made her own contributions to the College by most recently serving on the art committee, which has been evaluating the current collection to determine what is important to keep and what to de-accession. "I've learned a lot of things from the art faculty. It's been fun and interesting for me."

— WENDY CROMWELL



CAROLINE JOE

When Gladden retired, he was given "The Agnes," a remote-controlled yacht.

To be a good Board member, a candidate should have qualities of "perspective, interest, support, curiosity and knowing where to stop."

to set the agenda for the College's future: "The real point of the whole exercise was . . . to use that committee as a forum to decide who we were and where we were going. Unless you can get the community itself to not just buy in, but come up with those directions and those values and those basics, in my view they're not going to be successful."

Professor Emeritus of History Mike Brown, who served on the search committee, felt the process worked just that way. "Being a member of that committee was the best Agnes Scott experience I ever had," he says. "All of the different constituencies were pulling together, and everyone's opinions were listened to with equal respect."

During the search, Gladden found the campus discussions to be central to determining the College's future directions and to "selling" the Agnes Scott job to the candidate who quickly emerged as the front-runner in his mind, Mary Brown Bullock '66. As she contemplated the Agnes Scott presidency, Bullock expressed concern about enrollment, questioning the wisdom of trying to maintain "an intellectually viable community with [only] 500 students."

Because a consensus about the need for growth had been established on campus in the early stages of the search process, Gladden was able to reassure Bullock on that point. "When [the Board] ultimately came to the decision that Mary was our choice," Gladden says, "it put us in position to be very clear about two things. One is the College itself has decided that this is where it wants to be and this is what its capabilities are, and [two] the Board has fully endorsed that. If we had not been able to say

that, I don't think Mary would have come." Bullock's questions about the College's future only confirmed his sense that "she was the right choice."

Gladden saw the Agnes Scott presidency at the time as "one of the best opportunities in the country. Because you look at Stanford, or Yale or Emory even: a new president comes in and starts turning on the wheel, and several years later the bow begins to turn. Whereas when you take a school the size of Agnes Scott, if you can get the people together and decide where they want to go, almost all you have to say is 'Ok, let's do it,' and the bow is immediately turned."

Raising enrollment, reassessing the curriculum, marketing the College and renovating the campus were priorities that emerged from the search process and in consultation with the new president. Only when he was certain that the first two were being addressed was Gladden willing to give full support to a marketing plan and to a building program that would require major new sources of funding. "I was sort of the brakes on [both] for a while," he says, "until the Board had confidence that where the College was trying to go was realistic and progress could be seen." He sought faculty and administrative participation in defining programs and goals that would shape the building program. "From the ground up, from the planning up, you design the building to fit the program that it's supposed to house; then you'll have a physical plant that fits what you're trying to do."

By the time Phase One of the building plan was approved in 1997, says Gladden, the Board had gained "a huge amount of confidence" in the institution and more confidence in itself as a board,



GARY MEER

a state of mind he characterizes as "we can do it, they can do it, we all can do it." "A relationship of mutual trust and confidence" with President Bullock contributed to this transformation.

The ambitious plans for building a new campus center and a parking deck, renovating Evans Hall, renovating and expanding McCain Library, renovating Bradley Observatory and adding Delafield Planetarium, landscaping much of the campus, and

building a new science building would be costly. "On the financial side," Gladden recalls, "the question was, do you go out and raise the money and then build the buildings, or do you build the buildings while you're raising the money. And [the Board] decided if we're going to do it, we're going to go ahead and build. . . . If we're going to make this place what it ought to be, then let's do it. There's no point dragging this out." Five years later, Phase One is nearing completion, with the last major project, the science building, opening for classes in January 2003.

Being a part of exciting plans such as transforming the curriculum or the campus and watching them come to fruition revitalized the Agnes Scott Board, Gladden thinks, making the Board more responsive to the College and the job of trustee far more attractive. To be a good Board member, Gladden says a candidate should have qualities of "perspective, interest, support, curiosity and knowing where to stop."

Knowing where to stop is especially important, he says. "Most people assume that every organization is a pyramid, and the board sits on top of the pyramid and therefore must know and have a hand in everything that goes on. . . . It's not true." Knowing when to let the administration, the faculty, or even the student body exercise their judgment, use their professional wisdom, do their jobs—board members and boards as a whole must be able to exercise such restraint in order to successfully guide an organization.

Gladden gives the example of a tenure case that is contested, a case in which the faculty and administration disagree about the recommendation. "The board has to be very, very careful in that situation," he says, "because the board is dealing with a professional judgment. . . . [the board] doesn't have the background and can't get the background to second-guess the faculty or the dean or the president. The board should make sure the process was fair and complete and should resist the temptation to substitute its own judgment. The board cannot deal with faculty issues unless the internal institutional processes have somehow not reached a resolution."

Gladden also believes in making sure that the people in place in an institution have their views heard on issues they are most qualified to address. In his job at The Coca-Cola Co., he often did business with the company's offices throughout the world. "If we had a problem in Beijing, for example, there was no way in the world that I was ever going to know enough to substitute my judgment for that of the people in Beijing. One of the biggest problems in my job was to keep people who were between me and Beijing

from making the judgment. . . . The same principle applies in dealing with a not-for-profit context."

Gladden retired from Coke in 2001 just as he also was approaching the end of his term on the Agnes Scott Board of Trustees. He had considered retiring from the Board earlier to encourage new leadership, but the challenges and excitement of the building program and the recently launched comprehensive campaign [Bold Aspirations: The Campaign for Agnes Scott College] kept him in place. He believes that boards benefit from changes in leadership: "It's not just a question of new ideas. I think change is necessary to keep the blood flowing institutionally."

Many of appearing to "set the agenda" for the new Board chair, Gladden outlined in general terms what he sees as the

Board's and the institution's major challenges in the coming years. "Tight budgets," he says. "Everybody has seen it coming, and it's not a surprise. The discomfort is a given. The question is, how do you get through that with no damage to the foundations."

But the greatest challenge facing the College is, in Gladden's view, even more complex than the situation he faced in 1993. "The College ought to be very, very proud of where it is," he says. "But it's only where it ought to be. The question is, where do you go from here."

"I am really excited about the possibilities that Agnes Scott has now because it is close to being a unique institution, and I think that the need for high quality liberal arts education for women is greater now than it has ever been." He would like to see the College set the trend for other colleges and universities, to "do things in women's education that can be exported." Reaching out to the world beyond the campus is Agnes Scott's future, Gladden thinks. "The College has done a lot, but I think it's got a lot to do in terms of getting reidentified with the community locally, nationally and internationally. Much progress has been made on that front, but nobody ought to think that it's a job accomplished."

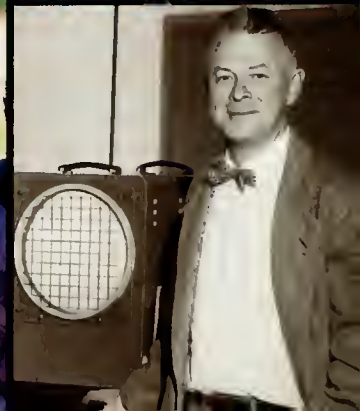
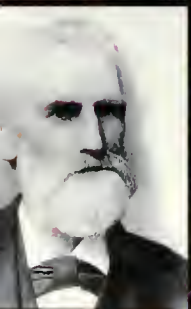
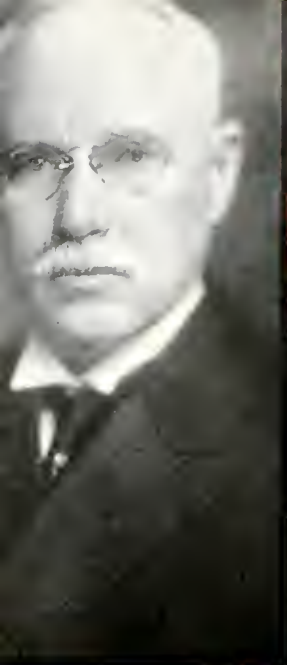
"Agnes Scott has an opportunity to become a real beacon," says Gladden. And what he will miss most, he says, will be "the fun of seeing it happen" from a front row seat. 🐼

Retiring Chair Joe Gladden and new Chair Harriet King '64 share a light moment.



CAROLINE JOE

"I think the need for high quality liberal arts education for women is greater now than it has ever been."



FOUNDER'S DAY *every day*

In his Feb. 20, 2002, Founder's Day speech, Joseph R. Gladden Jr., then chair of the Agnes Scott Board of Trustees, proposes that the founding of an institution of excellence is a process, not an event, and that the role of founder is one we all play.

On a warm evening in July—July 17, 1889—a small group of local leaders gathered in the pastor's study of the Decatur Presbyterian Church "to [as they said] advise as to the need and feasibility of establishing in Decatur a school for young ladies and girls, to be of high order and under Presbyterian control and influence."¹ Within slightly more than two months, on Sept. 24, 1889, the school opened with 63 students and four teachers. The organizing group was assembled by the Rev. Frank Henry Gaines, pastor of the church, and included nine prominent men of the town. The descendants of several organizers have maintained active relations with the College throughout its history and down to the present.

Today, we gather to honor our founders, and—as will become apparent later—to honor and challenge ourselves.

From a programmatic standpoint, the school our founders labored to establish bore little relation to the College we know today. It was an elementary school for girls—the "Decatur Female Seminary." The organizers' accomplishments within a short time were prodigious: they raised funds, secured a building, recruited students, hired faculty and a principal and refined their objectives. Early on, Dr. Gaines, the first chair of the Board, articulated what has been called the "Agnes Scott Ideal." That ideal established the fundamental values of the institution and has guided the College through the years on a consistent basis. Dr. Gaines stated them this way:

- A liberal curriculum fully abreast of the best institutions of this country
- The Bible as a textbook
- Thoroughly qualified and consecrated teachers
- A high standard of scholarship
- All the influences of the College conducive to the formation and development of Christian character
- The glory of God, the chief end of all.²

Some of these words may seem a bit strange as we hear them 113 years later, and some would doubtless provoke substantial controversy if put into the College's materials today. But I submit that as the College has developed and evolved over those years the basic values represented by those words remain viable as the core of the institution. Even as the College works today to restate its mission in terms appropriate to the contemporary environment, it is guided by the same principles that guided the founders.

The first early development having a lasting impact was the conversion of the school from a stock "company" to an institution independent of its "stockholders." In 1897, all of the stock still outstanding was repurchased, and the school was put under the control of a self-perpetuating board of trustees.³ Recall that the original objective of the organizers included the notion that it be "under Presbyterian control and influence." This corporate "reorganization" refined that concept. While all trustees were required to be members of the Presbyterian church—today, only half—the new structure assured that while Presbyterian influence would still be felt, the school was to be independent of the church and not in any manner be subject to its ecclesiastical control.⁴ The second event of enduring note is the creation of Agnes Scott College, which occurred on May 12, 1906. The school was begun as an elementary and secondary academy, but aspired to collegiate status. This was accomplished during a period of more than 10 years with the gradual elimination of lower grades combined with the addition of upper grades.⁵ The College and the secondary school, now known as the Academy, coexisted for several years with an increasing strain on resources until May 1913 when the Academy was discontinued and the College became a stand-alone institution.⁶

Even as the College works today to restate its mission in terms appropriate to the contemporary environment, it is guided by the same principles that guided the founders.

From the very first meeting of the original organizers and continuing to this day, a principal hallmark of Agnes Scott College has been academic excellence.

A third event significant in the College's history causes us to be together on this particular day. Col. George Washington Scott died on Oct. 3, 1903. Wrong date you ask? Actually, Founders' Day is celebrated on today's date in honor of Col. Scott's birth, not his death. I mention this event partly because it prompts us to be here, but also to illustrate another point: George Washington Scott is undoubtedly one of the major figures in the history of the College. He was an original founder. He was the financial savior of the early school on multiple occasions. He served as the first chair of the reconstituted Board of Trustees (serving until his death), and he was profoundly committed to the creation of an institution of lasting value and values. But there were many, many others who could rightly be considered founders. To name two others: Dr. Gaines, who summoned the original organizers, and served first as Board chair, then as President from 1896 to 1923; Miss Nannette Hopkins who at age 29 was hired as principal of the newly founded school in 1889 and served for the first 49 years of its existence. As Dr. Walter E. McNair says in his history, *Lest We Forget*, "There would have been no Agnes Scott without Col. Scott, Dr. Gaines and Miss Hopkins."⁷ And there were hundreds of others as ably chronicled in Professor McNair's excellent history. In a real sense, we gather to honor all who have had a part in establishing, nurturing and building what we know today.

By now you are perhaps asking yourself, "Is he going to go over everything that has happened in the last 113 years?" Well, no, but before moving on I want to make one further comment. From the very first meeting of the original organizers and continuing to this day, a principal hallmark of Agnes Scott College has been academic excellence. It was noted in 1913, seven years after becoming a college, that Agnes Scott was the only college in the South approved by the U. S. Bureau of Education.⁸ High standards of excellence were sought from the beginning by the founders, but it was also clear to them "that any college is very largely what its faculty makes it."⁹ Thus over the ensuing years, it has remained clear that what we know as Agnes Scott College is largely the result of the quality and qualities of its academic faculty. They should also be included in the founders we honor today.

Through the decades which followed the founding, Agnes Scott has changed with the times, but always remained grounded in the objectives of its beginning. For a liberal arts institution, changing with the times means incorporating new learning into its curriculum, interpreting its values in new ways to address the needs of its students of the time, adapting its approach to

learning, expanding its horizons as new horizons become visible and encouraging its students to develop a love of learning, both for its own sake and for the sake of service to the community. In the case of Agnes Scott, those changes with the times have also been driven by the changing role of women in society—which has, of course, been dramatic during the past two generations.

Agnes Scott has also faced the special challenges of remaining a small, selective, liberal arts college in a post-World War II world of the large research university. Adding to these challenges has been its adherence to the original objective of being a school of "high order" for women.

In more recent history, the College has been forced to deal with declining enrollment, dilution of its focus with a consequent strain on resources, outdated facilities, a sometimes contentious environment on the campus, the demoralizing effects of a lack of precision in defining its contemporary role and a general loss of energy and enthusiasm.

Matters came to a head within the last decade. The entire Agnes Scott community came face to face with the basic question whether it could continue on its path of treading water, at best, or continued erosion, at worst. Following an intense period of active reflection, involving all elements of the College, both on campus and off, it was the collective conclusion that for the College to prosper it must redefine its mission and objectives. Did redefinition mean departure from the founding values? Did it require a radical change in direction? Or did it simply mean reexamining who we were, where we came from and how to interpret and apply the original thoughts to the needs of the day? The decision was the latter.

At that point, many things about the College began to change. The curriculum was reviewed top to bottom; every element of the College community, from faculty to administration to support staff, carefully reexamined what it was doing, why it was doing it, and whether what it was doing advanced the needs of the school. As those of you who have been here throughout well know, it involved tearing up most of the campus at one time or another—sometimes several times. It also involved that perennial favorite of academic institutions throughout the world—fund raising!

Through the dedicated efforts, and unbelievable energy and time of all, the transformation has occurred. We are where we ought to be. We are where our founders would expect us to be.

What next? That brings me to the point of my comments this morning. If you will think back to the beginning, I hope you will realize that the events I related from the early history of the College illustrate that our founding was and con-

tinues to be an on-going process. For those of you who have been involved in the work of the College over the past several years, you will know firsthand what founding is all about.

- Founding is never the work of a single person, but involves the entire organization and every individual who is a part of it.
- Founding requires a clear and understandable set of objectives, well stated and supported by the group.
- Founding is a process, not an event.
- Founding demands the marshaling of resources, human, financial and physical.
- Founding, certainly in our case, must be based on a set of basic values recognized and acceptable to the community at large.
- Founding is careful thought and plain hard work.
- Founding is the cumulative effect of the acts of many, acts large and small, all directed to a common objective.

With a view to the long history of this distinguished and important College, we now find ourselves at a special point. As I said, "We are where we ought to be," but that speaks only to today. Where should we be five years from now? Ten years? Fifty years? How should we get there? What must we do now to make it happen? In many respects, the questions defy a clear answer. But in some respects, we have a vivid map: we will be what we have become over our history—a selective liberal arts college of "high order" for women. What that meant in 1889, or in 1945, or in 1980 differs from what it means today, and what it means today differs from what it will mean in the future. So long as the touchstone of the founders is recognized and honored, though, Agnes Scott will continue to fulfill its high mission with distinction.

With some hesitation, since I will soon be leaving my current position, let me suggest some possible directions. We are what we are and should be very proud of that. But we must constantly look around us at what is going on in our geographical community, our world community, academics, the economy, politics, the arts and humanities. We look around, not merely to keep abreast of developments, but to recalibrate constantly our College to evolve its mission consistent with contemporary needs and consistent with our inherited values.

We are small, with all the benefits that go with it. And we exist among a wealth of larger institutions—educational, commercial, artistic, scientific, creative and humanitarian. We must develop ways to capitalize further on that circumstance. While we should remain small, we can take advantage of the assets that surround

us to expand our megaphone and enhance our educational program. The possibilities are limitless in our particular environment, but require the precise efforts of administration, faculty and students to examine the possibilities with care, developing the promising and discarding the foolhardy or wasteful. I have in mind:

- Joint teaching
- Borrowing from our surrounding resources to enhance the educational experience of our students
- Continued joint research with our brother and sister institutions
- Expansion of our internship programs—public, private, commercial, educational, artistic and humanitarian—to place students in as many real-life situations as possible during their four or five years with us
- Using our increasingly unique status as a college of "high order" for women as a laboratory for quality liberal arts education for women
- Sharing our learning on this subject with other institutions
- Creatively exploring new technology to expand our reach in both our educational mission and our community responsibilities.

While we are small, and should remain so, our capabilities can give us a presence much greater than our numbers alone would indicate.

It is clear to me that founding of an institution is an ongoing, daily process. We are, on any given day, the product of all that has gone before. While it is true that certain points in the life of an institution, most commonly occasioned by a crisis of one sort or another, prompt the institution to reexamine itself carefully on an organized basis, it is also true that the daily actions of everyone who is a part of an institution form a lasting part of what that institution will be in the future. Every act today by each one of us will in some way add to or detract from what Agnes Scott will be tomorrow. There are no neutral acts and there are no acts of insignificant consequence. In that sense every person in this hall, and many outside who love this College, are and will be, founders of the Agnes Scott College of the future.

Let me end with prophetic words from T. S. Elliott's "Four Quartets:"

*"We shall not cease from exploration,
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time."* 🐾

*Every act today by
each one of us will
in some way add to
or detract from
what Agnes Scott
will be tomorrow.*

¹Walter Edward McNair, *Lest We Forget* (Atlanta: Tucker-Castleberry Printing Inc., 1983) 3.

²McNair 11.

³McNair 22.

⁴McNair 23.

⁵McNair 29–30.

⁶McNair 43–44.

⁷McNair 37.

⁸McNair 45.

⁹McNair 45.

THE IRREPRESSIBLE HARRIET KING

By Allison O. Adams '89

As one known for pushing the envelope, Agnes Scott's new Board chair is uniquely prepared to lead a college that produces women who can revolutionize the world.

Her irreverence, her crusading spirit and her profound sense of justice meant trouble for Harriet King '64 when she was a student at Agnes Scott.

"Most of my first year was spent trying to figure out how to cut Saturday morning classes without having it count as a cut—we had a mandatory attendance policy—and how to evade the various social rules that were the domain of Ms. Scandrett and the dean of students office," says King. "Everything from rolling pajama legs up under raincoats while going to the dining hall where proper dress was required to parsing stated rules on exactly where one could light up a cigarette and qualify as being off-campus resulted in my spending more hours with Ms. Scandrett than she probably desired."

But the qualities that could have raised the ire of faculty and deans when King was a student are the very characteristics that have made her a persuasive and respected member of the Agnes Scott Board of Trustees for 24 years. In July, she became chair.

"Harriet speaks up," says Betty Cameron '43, who led Agnes Scott's Board 1989 to 1992, the first woman to do so. "She states frankly what she thinks is right, and she is very fair."

King, who was 33 when she became a trustee in 1976, grins when she recounts how she joined the Board. "After hearing that Agnes Scott had denied tenure to a Jewish faculty member, I tracked down Alex Gaines [then chair of Agnes Scott's Board and a partner in her husband's law firm] at a cocktail party and gave him a speech about how terrible that was, how I would never give a dollar to Agnes Scott," she says. "Then about a year later, Alex called me up and asked me to be on the Board."

King accepted, and she served until 1993 before stepping down, only to re-join the board two years later. She brings to the Board the insight, wisdom and experience gained from decades as an attorney, a law professor and now as senior vice provost for academic affairs at Emory University.

For many years, she has held faithfully to her belief in higher education. "Education requires a

confrontation with difference," she says. "In 1960, that was a radical view. In 2002, it's very mainstream."

"When you go to college, you expect to be exposed to things you were never exposed to before—to people who don't come from your same experience."

A deep passion for the Civil Rights Movement as a teenager in Columbia, S. C., helped inspire King's ideals for higher education and justice. "My heroes were Ralph McGill, Martin Luther King, Charles Weltner, Bobby Kennedy and Morris Abram."

King adds, however, that she and the Agnes Scott of the early 1960s sometimes were an uneasy fit. "I absolutely loathed it. It was like going to a convent. We couldn't date without a chaperone. If you left campus, you had to sign out and, if you were going into the city, wear white gloves and heels."

"My first English professor had us read an essay about religion, and we were supposed to write an essay in response. So the thesis of my paper was that religion was co-terminus with the domain of ignorance. She gave the paper back to me and said, 'Your composition and grammar are excellent, but the content is unacceptable.' I thought, I've made a serious mistake."

But King stuck with it, earned a degree in economics, and became the only member of her class to go immediately to law school. She attributes this decision in part to encouragement from her Agnes Scott professors, many of whom she remains in touch with today. "John Tumblin [professor of sociology and anthropology] and Bev Schaeffer [professor of economics] said, 'You can do anything you want, and don't let anybody tell you that you can't,' while people from other areas of my life were saying, 'If you go to law school, you won't get married.'"

At Vanderbilt law school, she soared academically above her mostly male classmates. "The reason I did well is that at Agnes Scott, you learn to think, and you learn to write."

But there was something else more ineffable. "I am hard to repress," she says. "It's hard for me not to express my opinion. Agnes Scott encouraged

that and the self-confidence to go with it, so that when I got with all those guys in law school, I was still hard to repress."

King worked in private practice for two years and served as deputy director of Milwaukee Legal Services. She earned a master of laws degree from Harvard before arriving at Emory as an assistant professor in 1974. She became the only woman faculty member at Emory during that time to begin her career there, earn tenure, remain married to the same spouse and have children.

As a woman in a male-dominated profession, King has squared off with sexism. Her beliefs about gender bias, however, are subtler than her views on racial bias. "For a long time, my sense was that women weren't discriminated against; we just didn't try. You can't be admitted to the bar if you don't go to law school. You can't go to law school if you don't apply. As I was growing up, women could go to law school, but black people couldn't. That just drove me crazy."

Several years into her professional life, however, King began to see a genuine double standard. If she left work at 6 o'clock to pick up her child from day care, she wasn't considered serious about her job. If a male colleague did the same thing, he was a wonderful father. "I had my second child by C-section on a Monday of spring break, and I was teaching the following Monday," she says. "I didn't miss a day of class. The same year, two male professors had children, and they each missed a week of class."

At Emory, however, King has done much to improve the atmosphere for women—not only by beating the men at their own games, but also by changing the rules. As senior vice provost, she played a key role in formulating a family leave policy that allows Emory faculty members with new children or other extenuating personal circumstances to take time off without derailing their careers.

King's direct style, her deftness with practical challenges and her still-compelling ideals have

earned her wide respect. "She gives people a lot of freedom in their own jobs," says Susan Frost '70, Emory's vice president for strategic development. "She likes to have a clear objective and to bring people together around that objective. And she applies her training as a lawyer to everything she does."

Frost adds that King's ability to build consensus and her understanding of issues in higher education will be assets in her work as chair of the Board of Trustees. "Governance systems are her specialty," Frost says. "I think she will affirm the different role of the trustees from the President, and she will end up strengthening the internal leadership of the College."

King's vision for Agnes Scott blends practical necessity and intellectual excitement. One major goal is to find financial resources to support the international program more heavily and to have a larger, more intellectually diverse faculty. "Students would be lined up, wanting to go here. People wanting to be on the Board would be lined up. The Mellon Foundation and the Carnegie Foundation would know who we are. I think those are some of the ways we would know we've arrived."

"But to me, the biggest test would be with our students—the quality of the Ph.D. programs and professional schools they're entering. If you have a diverse, intellectually involved faculty and a group of students who are excited about what they're doing, they go on to do good work."

King does not wax sentimental about Agnes Scott College. Her loyalty is rooted in her commitment to the liberal arts. As Susan Frost observes, "Harriet does not look for civic opportunities

to fill up her list. Her choice to contribute her energy and talent to Agnes Scott is her way of saying it's very important to her."

Indeed, King says, "Our graduates go out and prove that they can do the work, and they do it well. I do not think Agnes Scott can revolutionize the world all by itself. But I do think Agnes Scott women can." 🐾

HARRIET KING '64: FACT FILE

Hometown
Columbia, S.C.

Education
B.A. in economics, Agnes Scott College, 1964; J.D., Vanderbilt University, 1967; L.L.M., Harvard University, 1973

Career
1967–69, associate, Foley and Lardner, Milwaukee, Wisconsin

1969–71, deputy director, Legal Services, Milwaukee

1971–74, teaching fellow, Harvard Law School

1974–76, assistant professor of law, Emory University

1976–present, associate professor of law, Emory

1992–1998, vice provost, Academic Affairs, Emory

1998–present, senior vice provost, Academic Affairs, Emory

Family
Husband Michael Wasserman is a partner with the law firm of Holt, Ney, Zatcoff, and Wasserman. Daughter Jill is an attorney and daughter Rebecca is attending law school.



Harriet King '64

GARY MEER

Charting the College's Course

*With vital work that is often behind the scenes,
ASC Board committees guide the College through their
careful management of key areas.*

While President Mary Brown Bullock '66 and her administration operate Agnes Scott College on a day-to-day basis, the Board of Trustees, working with Bullock, sets the tone and determines direction.

As the College's governing body, the Board relies on its chair, vice chair and a strong committee system to oversee specific areas.

Under former Chair Joseph R. Gladden Jr., trustees helped redefine the direction of the College, recruited Bullock and oversaw the reworking of the curriculum and a major building program. While Gladden focused on the overall picture, vice chairs, Anne Register Jones '46 and Frances B. Graves '63, kept the Board on track through their careful attention to Board operations and their roles as chair of the committee on trustees.

The Board chair appoints committee chairs and members for one-year terms. Committees typically have three or more trustees, as well as student and faculty associate members.

"One of the most important responsibilities of each Board committee is to pay close attention to the work of the other committees, as we are all equally charged with maintaining the good health of the College," says Sara Vagliano '63, academic affairs committee chair. "So we encourage non-committee members to attend committee meetings, and many do, and from time to time we hold joint meetings with another committee."

EXECUTIVE COMMITTEE

Harriet M. King '64, chair

Christopher M. Little, vice chair

The executive committee, comprising the Board chair, vice chair and committee chairs, serves as a sounding board for the President and her administration. Its central purpose is to strengthen the Board's performance



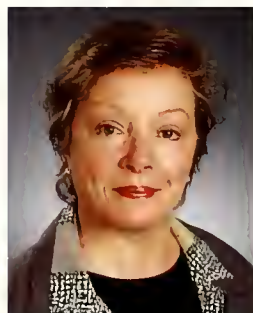
Harriet M. King '64

ACADEMIC AFFAIRS COMMITTEE

Sara Vagliano '63, chair

The academic affairs committee defines, oversees and modifies policies that fulfill Agnes Scott's academic mission—teaching and learning.

"We have both followed and nurtured the academic development of the College through the hiring and granting of tenure to faculty and through careful attention to the way our building program would support the academic program," Vagliano says.



Sara Vagliano '63

through overseeing institutional planning and setting trustee agendas. It is vested with the authority or "power" held by the Board itself and may take action between meetings or when the full Board is not available.

"We also might point to the quality of persons who wish to join our faculty, the alacrity with which offers are accepted and the enthusiasm with which they join our community as evidence of the fact that Agnes Scott is a good place to work," she continues. "Since faculty are

the core of the academic program, we take this as a good sign."

Goals include "thinking very creatively about what we can do that will allow the program to

While Gladden focused on the overall picture, vice chairs, Anne Register Jones '46 and Frances B. Graves '63, kept the Board on track through their careful attention to Board operations and their roles as chair of the committee on trustees.

flourish and be attractive to students," says King, Board chair. "It's a matter of keeping uppermost in the minds of trustees what our 'core business' is and how to advance it."

The committee seeks to ensure programs are consistent with the College's mission through clearly stated academic priorities that are appropriately funded. It also ensures there is an appropriate relationship between enrollment policies and practices and academic standards and requirements.

"We have encouraged and supported the faculty's initiatives to define the content and manner of delivery of the curriculum—the 2/3 teaching load and the 4/4 student course load, as well as things like the introduction of the first-year seminar," Vagliano says. "These curricular changes support one of the basic obligations of the academy—the obligation to keep up in one's field."

The 2/3 teaching load gives faculty members more time for research and course preparation. Students now take four four credit-hour courses a semester instead of five three-hour courses, enabling them to do more in-depth academic work.

BUILDINGS AND GROUNDS COMMITTEE

Jean H. Toal '65, chair

Responsibility for Agnes Scott's land, buildings and equipment is placed with the buildings and grounds committee, which examines the adequacy of insurance, reviews energy efficiency and handicapped accessibility and conducts audits to determine the condition of buildings and recommend needed repairs, including whether buildings should be "renewed or replaced."

Under the leadership of former trustee Jim Philips, this committee created a long-term master plan. Then with King, who completed her term as chair in June, the plan was used to implement a \$120 million building program that began in 1998.



Jean H. Toal '65

For each project, the committee oversaw recommendations for selection of architects and construction companies and monitored expenditures. King says the committee emphasized the role of women in these companies. "If we don't ask that our contractors treat women fairly and make that a condition of selection, who will," she asks. "It seems important that we use our spending power to favor those contractors where women are valued."

Implementation began with obtaining zoning from the city of Decatur to allow for the master

plan and its components. The neighborhood opposed the College's building plans for west of McDonough Street. Since those projects have been completed, "things have been quiet, and I do hear occasional comments about the beauty of the restorations and the [parking] deck not being so bad," King says.

Ultimately, the master plan was approved by the city, and the College proceeded with renovating Evans Hall, McCain Library and Bradley Observatory. Delafield Planetarium, the parking facility and Alston Campus Center were built. The tennis courts were moved to the corner of McDonough and East Dougherty streets to make way for the science building, opening in January.

The campus expansion included three Victorian houses on East College Avenue, which were bought, restored and turned into theme houses; the adjoining property, former site of a gas station, which is now green space; and the Avery



Glenn Apartments on East College. With Jean Toal '65 as chair, the remaining item is the Julia Thompson Smith Chapel for which architects have been selected.

"In retrospect, I cannot identify anything about the process that I would change including the micromanagement by the Board and others at the Evans stage of things," says King, adding Bill Gailey, vice president for business and finance, and Carter & Associates, capital improvements program manager, did an amazing job ensuring construction was minimally disruptive to campus life. "I think that [board micromanagement] was a necessary part of learning about building and its complexity, as well as gaining a comfort level with those who were charged with the actual work."

Additions and enhancements to facilities—such as the renovation of these Victorian homes turned theme houses—visibly testify to growth in all areas of the College.



Board of Trustees (front row, l. to r.) Lea Ann Hudson '76, director of the Office of the President and secretary of the Board; Christopher M. Little; Harriet M. King '64; Mary Brown Bullock '66, *ex officio*; Joseph R. Gladden Jr.; JoAnn S. Delafield '58; Clair M. Muller '67; Ann Alperin '58; (second row) Sally A. Skardon '70; Rebecca B. Jones '63; Linda G. Teasley '61; Louise H. Reaves '54; Jesse J. Spikes; Dorothy Q. Reeves '49; Anne Jones Fears '79; (third row) James P. Hendrix Jr.; E. Jenner Wood III; Clark E. Candler; Susan G. Smathers '75; J. William Goodhew III; Mildred O. Petty '61; (fourth row) Sara E. Vagliano '63; Ila L. Burdette '81; J. Wallace Daniel; and Phil Noble Jr.

DEVELOPMENT COMMITTEE

Christopher M. Little, chair

For the first time in more than a decade, alumnae participation in the Annual Fund reached 45 percent in 2001–2002. "I think this is a cause for celebration," says Christopher M. Little, chair. "This forms a major building block for getting Annual Fund giving to where it should be."

The Board development committee provides oversight and counsel for fund raising and other advancement programs. Little says the committee,



CAROLINE JOE

along with development staff, has focused on specific giving goals and critical programs. "We have devoted each meeting to a program, such as the Annual Fund."

With the aid of longtime former chair Wallace Daniel, the committee assisted in launching a \$60 million comprehensive campaign, Bold Aspirations: The Campaign for Agnes Scott College, in February 2001. The Campaign had raised \$53.5 million as of Sept. 30.

Committee members work with development staff to ensure prompt response to donors, Little says, adding there is crossover support with the Campaign steering committee through shared members.

"A principal effort of the committee is to increase trustee giving," notes Little. "We must make sure there is 100 percent trustee giving, and we've been successful."

FINANCE AND INVESTMENT COMMITTEE

J. William Goodhew, chair

Monitoring the College's investment portfolio is a major function of this committee. In June 2000, the endowment, a large portion of which is in Coca-Cola stock, was valued at \$408 million. By the end of June 2001, it was \$347 million. This year as of June 30, the endowment was \$335 million.

"We rely on the expertise of the professional managers we engage," says Clark Candler, former committee chair. "They are supposed to be the best and brightest when it comes to managing risks, and we constantly monitor their performance for us in order to make sure we are achieving the desired results. In a nutshell, managing the risk is largely accomplished by diversification."



CAROLINE JOE

J. William Goodhew

During the past year, the Board engaged the services of LCC Associates to assist in overseeing the managers' performance, and their recommendations include a commission recapture program that has allowed the College

to use its resources more effectively.

"Generally speaking, our accomplishments can be described as: keeping up with our investments; monitoring them; continuing analysis of our managers' performances and trying to 'think out of the box' in order to foresee emerging trends so we don't get too stuck in the status quo that is no longer appropriate for us," Candler says.

The committee ensures a viable long-term financial plan is in place. It determines funding methods for capital expenditures. To help fund the building program, the committee engineered a \$70 million bond issue, the largest ever for the College.

Under the leadership of Bill Goodhew, the committee also reviews the administration's recommendations for the annual budget and tuition and fees and makes recommendations to the full Board. About 64 percent of the annual budget revenue comes from the endowment. The rest comes primarily from the Annual Fund, tuition and student fees. The committee is working to revise the endowment spending policy and diversify the portfolio. It reports regularly to the Board on investments and their values.

AUDIT COMMITTEE

E. Jenner Wood III, chair

Ensuring that the College's financial position is accurately represented and is in compliance with higher education regulations and federal and state tax laws is the responsibility of this committee. It makes certain the Board can carry out financial and fiduciary responsibilities and is in compliance with the trustee Conflict of Interest Policy.



CAROLINE JOE

E. Jenner Wood III

This is done by making sure statements accurately reflect Agnes Scott's financial status. The committee members recommend an independent auditing firm and determine the scope of the annual external review. The committee provides auditors with a direct link to the Board for discussing audit findings, as well as reviewing the management letter.

COMMITTEE ON TRUSTEES

Ann S. Alperin '58, chair



CAROLINE JOE

Ann S. Alperin '58

Vital to the Board's long-term effectiveness, the committee on trustees accepts nominations and researches prospective members. The committee also evaluates the performance of trustees, particularly those eligible for re-election. The Board's composition, in

terms of influence, diversity, expertise and talents, is reviewed by this committee in order to set standards and maintain the desired Board profile.

Providing orientation and support for new trustees through a mentoring program is also the responsibility of this committee.

STUDENT AFFAIRS COMMITTEE

Jesse J. Spikes, chair

This committee ensures that College policies, financial resources and professional staff keep pace with the changing needs of the student body through support of a comprehensive



Jesse J. Spikes

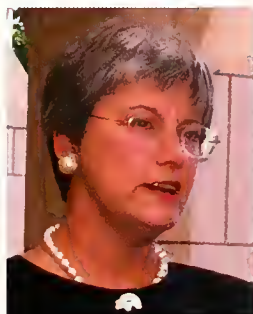
student affairs program. Under the leadership of longtime chair Clair McLeod Muller '67, it focused on the well being of students by ensuring the Board considers their concerns, viewpoints and needs.

The student affairs committee reviews policies affecting student life to assure they remain relevant and useful. It assesses basic student services and keeps abreast of the work of the Student Government Association.

COLLEGE COMMITTEE ON FAITH AND LEARNING

Kathy B. Ashe '68, trustee co-chair

This committee is the only College committee co-chaired by a trustee with trustee members appointed by the Board chair. Through the work of this committee, trustees want



CAROLINE JOE

Kathy B. Ashe '68

to ensure continued dialogue on issues of faith and learning on the Agnes Scott campus. The committee enriches the intellectual life of the College by assisting in selection of speakers for the annual James Ross McCain Faith and Learning Lecture. Cheryl Kirk-Duggan will be the speaker for the 2003 Faith and Learning Lecture, which will be held February 11. Past lecturers include Diana Eck, Walter Brueggeman and John Polkinghorne. This committee also sponsors additional speakers, symposia, dinners and other events for campus discussions, and members served as advisers in development of a new statement of the College's mission. 🐾

Trustees want to ensure continued dialogue on issues of faith and learning on the Agnes Scott campus.

Up for DISCUSSION

*Thorough discussion of the issues forms the center of the
Faculty Executive Committee's work.*

By Jennifer Bryon Owen

It's almost like a Quaker meeting, says Rosemary Lévy Zumwalt, vice president for academic affairs and dean of the College, about the way the Faculty Executive Committee (FEC) functions. "There is so much discussion that when the vote is taken, we know where we stand."

By virtue of her position as vice president for academic affairs and dean of the College, Zumwalt serves with five tenured faculty members on this committee, which basically oversees the concerns and operations of the faculty. The FEC chair is invited to attend Board of Trustees meetings as an observer.



Rosemary Lévy Zumwalt

"The process is as important as the end result," continues Zumwalt. "Discussion of the issues is what's so crucial. Having a full discussion by the FEC is so important when the chair takes things to the full faculty as John Pilger did last year."

Pilger, professor of biology, was FEC chair for the 2001–02 academic year. Those serving with him were Dudley Sanders, associate professor and chair of theatre and dance; Gail Cabisius, associate professor of classical languages and literatures; Dennis McCann, Wallace M. Alston Professor of Bible and Religion, and incoming chair Barbara Blatchley, associate professor and chair of psychology.

"John started with a list of concerns from the faculty and the committee and the committee prioritized them," explains Zumwalt. "He was good at this and at keeping us on task."

A look through the previous year's minutes, where the topics reappear frequently, confirms Zumwalt's belief about discussion. Among last year's items were:

- The governance document for the department of education drafted to meet requirements of the accrediting agency for the College's education program
- The campus environmental statement
- A living wage presentation and discussion
- The intellectual climate on campus
- The efficient and equitable use of faculty work time
- The upcoming Southern Association of Colleges and

Schools (SACS) review and the FEC's role in it

- Faculty concerns about plagiarism
- The outsourcing of the bookstore and challenges meeting deadlines for book orders
- FYI (For Your Information) program evaluation.

"So many discussions run through the whole year," says Zumwalt. "There's discussion until consensus is built and a decision is reached. It's a collegial thing. The FEC is a clearinghouse. It helps inform, consult and takes to the faculty issues of importance to the whole College community."

Linda Hubert '62, professor of English, was a committee member for six years and chair for three. "The first year I was on the committee, I thought it was more talk than action, but I found out it actually did plenty. During his time on the committee Ed Sheehy [former vice president and dean of the college] enhanced the role of the committee."

Hubert notes that she served on the FEC during a watershed period during which the College dealt with curriculum, enrollment and buildings. "I spent many interesting summer hours serving as the FEC liaison to the committee that selected the architectural firms to design the new additions and buildings."

She says governance of the faculty is the main thing. "For example, we spent a lot of time working on procedures for reappointment, promotion and tenure, but not the actual RPT," says Hubert. "Usually there are so many short term problems that you struggle to deal with the long term educational issues."

The Faculty Executive Committee is valuable, says Hubert, as a way to get a reading on faculty response before involving the whole faculty. It can also facilitate involvement on certain issues.

"I think it's a great committee to serve on," says Hubert. "I enjoyed it, and it's a good way to know what's going on at the heart of the College."

Zumwalt, who is beginning her second academic year at Agnes Scott, concurs with Hubert's assessment of the FEC. "Working with the FEC this year allowed me to get to know faculty well because we meet weekly. I was impressed from the beginning with the FEC's dedication to paying attention to the major needs of the College." 🐾



GARY MEIK

High Up in **HIGH FINANCE**

Having climbed to the top in the competitive, male-dominated financial services businesses, Virginia Carter '40 shows no evidence of slowing down.

By Lisa Ashmore

When Virginia Carter '40 greets visitors at her Primerica office, it's hard to miss the jeweled signet that puts a World Series ring to shame. Squared with diamonds around a central ruby, the ring has been to the jeweler's often to inset new gems, which represent her rise within Primerica Financial Services.

As its highest-paid female executive, Carter is the only one, in a company that includes 100,000 representatives, who makes more than \$1 million annually. At age 82, the senior national sales director shows no immediate signs of quitting. She was in Spain within the past year, overseeing the company's push into a new market (including a smart European deal with partner Citibank) and did the same in London as Primerica prepares to expand into the United Kingdom.

Carter, president of ASC's class of 1940, doesn't present herself as a standard bearer for the women's movement, but her success in high-level finance, unquestionably a boys' club, speaks for her. Visitors walking into the sprawling Duluth, Ga., Primerica complex pass her executive totem wall—photographs with politicians and the influential. There's Ronald Reagan, Gerald Ford, Oliver North, Tommy Lasorda and Zell Miller. But perhaps the most telling image on her wall is an oil portrait hung in the center—a group of seven men in business suits, plus Carter. They represent the original founder/president of A. L. Williams and the regional vice-presidents that started a revolution in how America viewed life insurance. Their cry to middle-class America, which the big insurers ignored, was "buy term and invest the difference."

"We were hated roundly by all the life insurance companies, and they tried to put us out of business," Carter says. But seven years after starting the company in 1977, they sold more personal life policies than any other insurer in the United States. "And ever since we've been in the top five," says Carter. "It wasn't just a sudden rocket that fizzled and burned out."

Art Williams, the now retired company founder, effusively praises Carter personally and professionally. But it's clear he didn't base his decision to include her into that tight original circle to make a statement about women's rights. In fact, as a former coach, Williams' analogy couldn't be more male.

"I tried to build the company like you build a football team," he says. "Everybody competes the same and there are certain requirements you have to meet. Ginny competed from day one just like everybody else." Another member of that team was Yankee pitcher and Cy Young Award winner Bob "Bullet" Turley.

"She could have done anything," says Williams. "She would have made a fabulous politi-

cian or been an incredible leader in any field."

Carter had been in the insurance offices of Waddell & Reed for about a year when Williams walked in. She was a single mother with a mutual funds license and four children, armed with a gene pool and academic training seeking the right outlet. Even casually, she becomes evangelical about America's irresponsibility with personal finances.

"Our typical client is late 20s to middle 40s, and we find that the average young couple, amazingly to me, has \$18,000 to \$40,000 in credit card debt," she points out. "They have no idea how they're going to pay it off and some of them couldn't care less! The number of bankruptcies that occur in this country—when you hear 1,200,000; we can't think in terms of a million—but bring that down to 147 an hour, which is about how many bankruptcies are occurring day-in and day-out in this country." Now that Primerica includes financial planning, the goal of showing clients how to manage finances by killing off high-percentage debt faster is nearly as important as its initial drive to convert the country to term life.

Carter tells her story in a deep drawl that reveals she is another rarity, a third-generation Atlantan. Her father and grandfather were entrepreneurs in real estate and insurance, and both were wiped out in the crash of '29. But both righted themselves, relocated and created new businesses. During the Depression, Carter's paternal grandparents lived with her family.

"[My grandfather] was wiped out at age 65, started a new business at 65, and died when he was 84 and left an estate to his four boys," says Carter. "He was that kind of a person." It appears that while the Milner family was religious, they valued accomplishment and ambition over preaching about it.

"It wasn't a matter of a lot of words; but just by their actions and the way we lived. They thought you can do anything you really want to do if you make up your mind you want to do it—and are willing to do whatever it takes."

The most crucial ingredient in Carter's drive may have been being born into a family of three brothers with whom she was intensively competitive. Her sister came along about 10 years after Carter, but by that time Carter was already tearing after her older siblings.

"I think maybe, in my youngest years, I felt like 'I want to be able to do everything they get to do,'" she says. "And it would make me so mad that I couldn't do it because I was a girl. 'No, you can't go there, no you can't do so-and-so . . . Little girls don't do that.'"

Many girls didn't get a college degree in 1940, and Carter hadn't been finished long when Pearl Harbor was attacked. Through a number of coinci-

She was a single mother with a mutual funds license and four children, armed with a gene pool and academic training seeking the right outlet.

dences, she enlisted a year to the day afterward and served three years in Cleveland, New York and St. Simons Island. She says that given the tenor of the period, it seemed unthinkable to not go.

"Every single male I knew was in uniform ... All three of my brothers were in the infantry. I just felt like there wasn't any more reason for [her brothers] to be there than there was for me to," she says. "When I was growing up, I'd always wanted to be a boy and wanted go to the Naval Academy. So when the WAVES came along, I was in the sixth officer class, midshipman school."

As an assistant disbursing officer, she paid for all planes and ships built in the third naval district, signing checks for \$125 to \$250 million a month. In her final stop at St. Simons, she got a little more personal reward. As paymaster, she wrote paychecks for all servicemen. "I was very popular, four times a month," she says, "twice for officers and twice for enlisted."

The war ended, and her marriage began. About 10 years later, Carter found herself with sole responsibility for four young children. With a chemistry major and math minor, she even interviewed with Philip Morris to help them discover alternative uses for tobacco. Because their offer didn't meet the schedule of her infant son, nor was the compensation satisfactory, she turned them down and pursued a series of jobs in sales, along the way obtaining a license to sell mutual funds.

"I was almost always an independent contractor," Carter says. "Only two or three times that I ever tried to work for a corporation ... I would get awful disgusted because of the glass ceiling. I'd get just so far, and they'd tell me what a great job I was doing and say, 'Well, Virginia, you're making as much money as any woman in the company'—which had nothing to do with the fact that I had taken over a job a man had been doing and they were all telling me I was doing it better than he ever had." At age 53, Carter says she had the unhappy parallel of being \$53,000 in debt. Having been born to a degree of privilege she could have relied on family, but found it rankled.

"I had three brothers, all self-made millionaires, and my mother and father were still living. But I didn't feel like it was their responsibility," she says. "This was me. I had got myself into it, and I'd get myself out."

She went to Waddell & Reed. "I was so broke at the time, and so desperate and so hard up ... In this business, there's a lot of rejection," says Carter. While that may account for the high turnover and burnout in sales and finance, she says flatly, "I couldn't afford it. [Rejection] didn't matter."

Is there a level playing field now for women in business? "Not in the corporate world, there isn't. In our world there is," Carter answers. Finance is

still hard on women, and she estimates 20 percent of Primerica's workforce is female, with about 150 women who earn more than \$150,000 annually.

"It's a tough business and it's not for everybody," she says. "And most people who come in don't make it. We're not even ashamed of those figures, because that's true in almost any sales field."

Having reached Carter's level of success does have certain perks. "You never have to make a decision based on money," Carter says. "And with the blessings I have received here, I can give a lot of money to worthy causes—and institutions like Agnes Scott."

Lewis Thayne, vice president for institutional advancement, concurs that Carter has a history of participation in the life of her alma mater. Her latest contribution was a \$500,000 Bold Aspirations pledge to "jump start" the Career Development Center.

"Typically, Virginia did not choose half measures," says Thayne. "On a visit to campus near the beginning of the College's Bold Aspirations Campaign, Virginia spoke with Mary Brown Bullock 'businesswoman to businesswoman.' They agreed we needed to do more in providing opportunities for students to be introduced to the world of work and earning money. Her gift designation made sense. Self-reliance and individualism mean a great deal to her."

"There are an awful lot of causes I feel strongly about," Carter says. "I give as much time as I can, and sometimes I feel guilty for not having enough time to give. But because of the blessings I have received, I can give a lot of money."

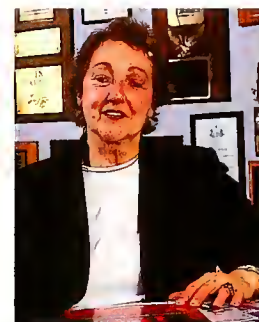
Carter has served on the governing boards of the Presbyterian church and lists other faith-based organizations such as Covenant House, Campus Crusade for Christ and The Haggai Institute among those she has supported.

"And Chuck Colson's Prison Fellowship Ministries is one of the greatest causes I've seen come along," she says.

Carter still spends a third of her time traveling, mostly domestically, to her 12,000 to 16,000 employees who earn for her in 40 states. "I have a lot of people out there seeing people on a daily basis, trying to do the right thing for me," she says. She doesn't retire because she still enjoys the job and can't imagine not coming to work.

"I don't know what day of the week it is—and don't care," she says. "You know most people live for Friday. It is *the* day of the week. And then by Saturday they're getting in a bad humor, 'cause Monday's coming. I don't even know, and don't care, except for Sunday. I do try to observe Sunday," she says. "Today I was sure it was Wednesday about half the day."

It was Tuesday. 🐾



GARY MEER

Self-reliance and individualism mean a great deal to her.

STILL A MYSTERY

The *Alumnae Magazine* is always a delight to read, but this Spring/Summer issue really made me nostalgic with the little article on beer jackets graduating again.

For years I have thought about mine, and wondered where it could possibly have disappeared. Such loving work went into it! My freshman year at Boyd cottage was one of acute homesickness for my years as an army brat, and on that jacket I had put every military insignia I could fit in with a great deal of the United States in the center of the back.

My roommate, Libby Ruprecht, and I took countless pictures of each other with our little Brownie box cameras, and in my album there is one Libby took of me in my beer jacket with my back to the camera in the *Alumnae Garden*, that I just wish were not so faded.

My jacket was not embroidered, as the detail was too minute, and I have no recollection of how it came to me. I just assume all of us must have bought them at the book store maybe?

The photograph is marked "My beer jacket, Spring of 1938." Thanks for the memory.

Betty Alden

White-Hemmick '41



I loved the "Beer Jacket" article in the Summer '02 *Alumnae Magazine* for several reasons. President Mary Brown Bullock brought the "mystery beer jacket" to our 60th class reunion wine and cheese party and asked if any of us knew who it

had belonged to back in 1939–40? Although there were several names embroidered on it, of those present no one remembered. Beer jackets were no mystery to me, however, because most of the Decatur Girls High School "girls" had one in 1936–38 and took ours away to college, at least I did, and it was quite a conversation piece at Wesleyan College Macon where I attended for the freshman year before transferring to Agnes Scott. Since our reunion, we learned that Allison Butt '02 is the granddaughter of Jeanne Lee Butt '42 and the roommate for two years of Ellen Crozier '02, the granddaughter of one of my best friends. Allison's jacket is in much better condition than mine, which is falling in shreds after 65 years, but oh, what memories!

Jane Stillwell Espy '42

THE FIRST SON

Last week I received my Spring/Summer 2002 issue of the *Agnes Scott Alumnae Magazine* and read with interest your article, *The Sons of Agnes Scott College*.

Although I enjoyed learning of the connection some very notable people had with Agnes Scott College as a result of their mothers' attending the college, I was very disappointed that at least an introductory paragraph wasn't devoted explaining how the son of Agnes Irvine Scott implemented the establishment of the College, or that his name wasn't even mentioned. It would also have been nice if some photographs of Agnes Irvine Scott and her son had been included in the article. The Scott family was instrumental in the development of DeKalb County, not only with the establishment of Agnes Scott College, but also the

building and operating of Scottdale Mills for many years, among many other endeavors. The people who still live in those small houses that are a part of what was once the Scottdale Mill village have many good things to say about the Scott family. I had the privilege of living next door to John I. Scott as I was growing up. And my father worked at the mill as Quality Control Manager for 11 years.

I hope that if an article is printed in the future about the influence that Agnes Scott College has had in the lives of people, that more attention will be given to this aspect of the college's beginnings.

Peggy Burnette '94

THE CAT, TOO

My cat, Eudora Welty, and I very much enjoyed Linda Hubert's article on the original Eudora Welty in the Spring/Summer edition. It reminded us (well, me) of an experience I had with Miss Welty in St. Louis about 20 years ago.

Hearing that, on the occasion of receiving a literary award from St. Louis University, she would be reading and signing books that evening, I dashed to the bookstore and bought the only edition they had—a paperback copy of the *Golden Apples*. I went to the reading, which was very crowded, and heard Miss Welty read "Why I Live at the P.O." Afterwards, when I had managed to get to the front of the line for signing, I handed her my paperback and said, "I heard you read 'Why I Live at the P.O.' many years ago when I was a student at Agnes Scott." Much to the consternation of those in line behind me, she stopped signing, smiled at me, and said, "I just love Agnes Scott."

Thank you for providing the background on that first visit in 1966 and for

informing me about her subsequent visits. Clearly, the love was mutual.

Anne Roberts Divine '67

MORE ON KATHERINE

The article by Katherine Harris in the Winter Edition of the *Alumnae Magazine* should never have been published. The attempt to rewrite history is an embarrassment to me and to most of the Agnes Scott alumnae I know.

The article was a blatant attempt to "whitewash" the disgraceful conduct of Katherine Harris, the Florida secretary of state.

The entire world was aware step by step of the events in Florida during the Presidential election. It was a travesty on the election process.

At present, even the claims of "great civic reforms" have not been met. As reported by the Knight Ridder Press Association, the Civil Rights Commission has given the so called reforms the grade of "F." Katherine Harris has refused to meet with this commission.

Agnes Scott College should be completely free of partisan politics.

Bertha Merrill Holt '38

Thank you for the interview with Katherine Harris '79 which appeared in the Winter 2002 *Agnes Scott Alumnae Magazine*. It was appropriate that the magazine featured a graduate who played a pivotal role at a crucial juncture in national history. Ms. Harris' perceptions were interesting and thought provoking. As a history major too, I know it will probably take the long view of future scholars in the field to get beyond the partisan view of the election and Ms. Harris' role and place it in proper perspective. I enjoyed reading this article and the rest of the magazine too.

Betty Derrick '68

LET'S HEAR IT FOR SCOTTIES

Take this as an open letter to Scotties about Scotties. I have recently returned from a trip to China, sponsored and organized by Agnes Scott College for alumnae. This letter is not about China. It's an amazing place and people and where the future lies. I'm not the same for having gone, and it will be a long time before I can speak intelligently about those experiences.

I write, instead, about travel with a group of mostly ASC graduates. A total of twenty-three made the trip. Among them were members of the classes of '47, '48, '62, '65, '66, '68, '74, '77, '83, '86, and '95, their husbands, mothers, fathers, daughters, and friends. Here are some observation about graduates as fully developed women: They all want to learn and won't be deterred by weather, pollution, confused tour guides, aches and pains, or sleep deprivation. The graduates, even after the eighth temple, question, take pictures, make notes, compare perceptions, check facts, and ask for more. They are independent. Two from the decade of the '40s did permit assistance on and off the bus on occasion, but never expected or demanded it. The graduates look after others, but do not hover. They had the right shoes, sensible but stylish. They made records—photographs, journals, letters. They allowed each other space, and insisted on their own. Their husbands, mothers, fathers, daughters, and friends are equally interesting, diverse, observant, and questioning, and are, perhaps, better ambassadors for ASC than the graduates, because they talk about the place and the women who attend, while the graduates just are.

The graduates laugh at themselves with ease and at each other with gentleness. They are leaders, but will follow if it makes sense. They are proud of their alma

mater and of their country, but are not blind to their weaknesses. They are complete—bright, accomplished, loved, and loving. They don't quit, whine, or fret. They want to have fun, and do. They each have interesting stories, and will tell them if asked, but won't force them on others. I was feeling incredibly smug as a result of this trip to a very foreign world until I read recently of my colleagues from the 60s climbing, hand-over-hand, the icy face of a mountain. We are a tough and spunky lot!

Ann Glendinning '68

CONTRIBUTORS

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Jadwega Sebrechts is president of the Women's College Coalition, an association representing the 70 women's colleges in the United States and Canada.

Lorayne Bryan Weizenecker is a free-lance writer, master gardener and author of *Waxing and Waning*, a novel set in the North Georgia mountains.

WOMEN AND THE CIVIL RIGHTS MOVEMENT

Deep in Our Hearts
Nine White Women in the Freedom Movement

The University of Georgia Press,
Athens, Ga. 2000

The Nine Women

Constance Curry '55 (contributor and editor), Joan C. Browning, Dorothy Dawson Burlage, Penny Patch, Theresa Del Pozzo, Sue Thrasher, Elaine DeLott Baker, Emmie Schrader Adams, Casey Hayden

The 1960s Civil Rights Movement led the way toward racial equality. Leaders such as Martin Luther King Jr. and Fannie Lou Hamer are well known. Only recently have the fuller stories of others, especially women, been told. In *Deep in Our Hearts* nine white women share backgrounds, experiences and the profound effect their involvement in working for racial equality had on their lives. These women transgressed boundaries and laws governing a segregated society, many commonalities exist.

At various points their lives intersected in organizations such as the National Student Association's (NSA) Southern Project, Student Nonviolent Coordinating Committee (SNCC), Albany Freedom Riders and Southern Student Organizing Committee (SSOC). The college experience, where their racial equality awareness began, was extremely influential for most.

Constance Curry '55 was a freshman at Agnes Scott when her awareness of the larger, national agenda on race relations was raised, and her involvement in the NSA led to being elected chair of the National Student Association's Great Southern Region.

Meetings provided the support community and were often the crucial turning points in the growing consciousness. These women moved through a grief process in terms of their own complicity

in the structures of oppression and their white privilege. They moved through ignorance, guilt, shame, fear to an active commitment for civil and human rights. Once they were conscientized there was no turning back.

Through interracial experiences, the commitment of these women formed. Common experiences involved and evolved over many issues such as, lunch counter sit-ins, voter registration and grassroots and anti-Vietnam war organizing. They were willing to commit civil disobedience to change society. Each woman put her life on the line and had to deal with the dangers of this interracial work, with fear and burn out and had to learn to live on the margins of Southern society.

These nine began to see the intersections between racism, classism (poverty) and sexism. Most of these women became involved in the feminist movement, seeking to change the status of women as they challenged the status of African-Americans and the poor.

Deep in Our Hearts raises the importance of remembering the past and what this memory means for the present struggle for human rights and social transformation. Thrasher gives us a wake-up call noting that in the 21st century "... we seem farther and farther away from resolving the issues of racism that have plagued our country's history."

This book is not just a series of events but remains a reality as these women continue working for justice. They recall a nonviolent challenge for these violent times, where the Other includes race, class, ethnicity, national origin, religion, age, ability and sexuality. They offer lessons for living in this 21st century world, and I wanted to hear more from each about her involvement in current issues. This highly readable book is an important addition to this historical period and to the necessity for continuing King's dream.

—Tina Pippin

CONSTANCE CURRY IN DEEP IN OUR HEARTS



I believe Agnes Scott was the only white Southern member in the region [National Student Association's Great

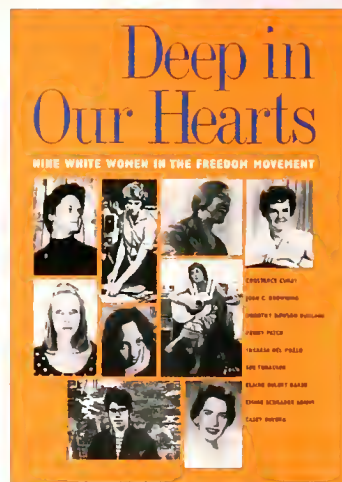
Southern Region] for some time," says Curry in the book. "Undaunted by the challenge, I was thrilled to be chair of the region and remember clearly laboring into the night in the basement of 'Main,'... My 'office,' provided by the dean's office at my insistence, was a janitor's closet, lit by a bulb that hung on a cord from the ceiling, and it

held two cardboard file boxes, a small table and a chair."

After organizing a regional meeting Curry realized segregation's impact. The group was meeting at the Luckie Street YMCA in downtown Atlanta, the only place, she says, that would run the risk of giving a room for an integrated meeting.

"When noon came, the black delegates walked down the steps of the Y and headed toward Auburn Avenue to the black restaurants. The rest of us walked down the steps and headed in the other direction," recalls Curry. "I realized then that segregation took away my personal freedom as surely as if I were bound by invisible chains."

Editor's Note: Constance Curry '55 and Elizabeth Wilson, former mayor of Decatur, will speak on "The Civil Rights Movement in Atlanta" during the College's Martin Luther King Jr. Convocation in Presser Hall, January 24, 2003.



Two for the price of one produces unlimited results.

When planning their vacations, Barbara Dudley '86, and husband, Lee, head to their local library, surround themselves with books and research their latest destination.

"Our love of travel was sparked, in part, by Professor [Michael] Brown. Now we turn each trip into a research project, spending hours studying and learning about each place we visit," says Barbara.

Lee, who encouraged Barbara to enroll at Agnes Scott in 1984 as a Return-to-College student [now Woodruff Scholar], got to know Woodruff and several of Barbara's other professors while she was a student. He loved reading her notes and the texts she read for her classes. Today he jokes, "We paid for one education and got two!"

Lee admits to being impressed by the people at Agnes Scott. "I was surprised when I got to know some of the faculty and students. They exhibit such an extraordinary quality in their passion for learning. I knew Agnes Scott was a unique place," he says.

Of course, Barbara's father—whose aunt was married to President James R. McCain (1923–1951)—had been telling Barbara for many years how special Agnes Scott was. Despite her family's encouragement, Barbara began her undergraduate career at a school closer to their home, attending first Mt. Vernon College in Washington, D.C., and then the University of Louisville. After moving to Atlanta and engaging in a successful

career as a trainer for a local bank, Barbara decided to finish her degree at Agnes Scott.

"Agnes Scott truly whetted my appetite for knowledge. The faculty teach you to think and analyze rather than simply giving you the answers. The experience expanded me intellectually and fueled my desire to continue learning once I was out of school," she says.

This passion for education and a lifelong sense of connection to Agnes Scott led Barbara to consider ways she and Lee could help other women have the same experience. Just as she was planning to bring the issue up to her husband, he came to her with the suggestion they include the College in their wills, which contain bequests to fund a scholarship. Thus, the intent for the Boyce and Helen Martin Scholarship was born.

"Barbara's father and I were especially close. He was so enthusiastic about Agnes Scott that creating a scholarship fund in his and her mother's names seemed like a nice remembrance," says

Lee. When fully funded, this unrestricted scholarship will support up to four students.

"The small size of Agnes Scott makes it seem like a part of your family and getting involved becomes easier. Gifts to the College feel far more personal than gifts to other larger organizations," says Barbara. "For that reason alone, alumnae should consider including Agnes Scott as part of their planned giving."

—Dawn Sloan Downes '92



Barbara Dudley '86 and husband, Lee, peruse travel resources.

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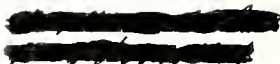
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Agnes Scott

SPRING/SUMMER 2003

The Magazine

Leading Science

AGNES SCOTT CELEBRATES
SCIENCE AS A LIBERAL ART

Think . . . Live . . . Engage

Agnes Scott educates women to think deeply, live honorably and engage the intellectual and social challenges of their times.

At the end of the seems-like-forever process that brought the College to this new and elegant formulation of its mission, I, as a participant, am struck by how perfectly fresh the statement is, and yet how deeply familiar. Agnes Scott today is certainly a long way from what I knew when I came in 1960: A younger schoolmate of mine is now the President, the Board chair is a friend and classmate, students come from countries and cultures we then knew only from a distance and there is an eagerness for connection to the larger communities around the College that opens it to a range of social and intellectual experiences we could barely imagine.

Yet I feel the principles in the restatement of the College's mission are precisely those that were at work in my time, before my time and after it—that they truly express the purpose of the College since its founding. My generation wrestled with the immense questions of civil rights, responsibility for our reproductive lives as The Pill became a reality, and more. Every generation since has had its challenges—and has sought ways through and after its years at Agnes Scott to address them seriously and honorably.

I am pleased to chair the College's newly-created Communications Advisory Committee. Our mandate from President Mary Brown Bullock '66 is to ensure all College publications fully and honestly reflect our commitment to the mission of the College and our willingness to recognize, address and honor the many ways our alumnae, students, teachers and administrators express their understanding of that mission in their lives and work.

Our group is composed of alumnae of recent to somewhat less recent vintage,

College officers, faculty members, senior members of the communications staff—and, through us, you, our readers. We have begun by considering what we now publish: *Main Events*, the *Agnes Scott Alumnae Magazine*, the *President's Report*, the *Bold Aspirations* newsletter and a variety of stunning brochures.

We are asking ourselves a set of first questions. Do these publications give you a real sense of Agnes Scott today? What's serious, what's funny, what's happening, what's not happening? What issues are contentious and how are they addressed? Who is doing what, where and also why? Who are our students, our faculty? Are you inspired to rethink your connection to the College in some way? Correspond with a student about her travel or research

**Agnes Scott College
educates women to think
deeply, live honorably
and engage the
intellectual and social
challenges of their times.**

plans, find out how psycho-biology is taught (and, perhaps, what it actually is), tell us what you think about a faculty publication, an alumnae gathering, a meeting with the President? If you say yes to any of these questions, stay with us.

We seek ways to bring our readers—the stakeholders in Agnes Scott's future—closer to the thoughtful energy and intelligence expressed in every College initiative as we strive to become the premier women's liberal arts college in the United States.

One symbol of our new intent is the magazine's name change to *Agnes Scott The Magazine*. This name indicates that all aspects of the College's mission are

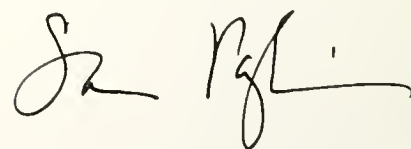
brought to you through these pages.

Each issue continues our practice of featuring one theme. The place of science in a liberal arts curriculum and the place of our new science building in the physical, psychological and intellectual landscape of the College is this issue's focus. Future issues will feature art, women's studies, religion, ethics, diversity and teaching.

We plan to look beyond print communications and build on the newly created alumnae on-line network toward opportunities for discussion groups, postings of comments, questions and other means of engagement with one another and with the College. An alumnae body numbering nearly 10,000 means many strong, interesting and committed lives are being led in all parts of the world by Agnes Scott women. We want to stay connected to those stories—and to share them.

A classmate involved in cross-cultural work recently remarked to me, "Of course, you don't ever really understand people until you've eaten their food, shared their rituals and danced to their music." The growing diversity of our alumnae body—and of the entire College community—extends to each of us an invitation to an increasingly rich table of experiences, points of view and feelings. We believe every dish has savor that adds to our mutual and shared enrichment, and we want to be sure our publications reflect that conviction. Because we believe doing so is what "engaging the intellectual and social challenges of our time" most deeply enjoins us to do.

Please write or e-mail us—Letters are moving to the front of the magazine!



—Sara Ector Vagliano '63

Agnes Scott

The Magazine

SPRING/SUMMER 2003 | VOLUME 79 | NUMBER 2

Agnes Scott College educates women to think deeply, live honorably and engage in the intellectual and social challenges of their times.

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With this issue of Agnes Scott The Magazine, the letters column is being opened for readers to express themselves about any aspect of the College as well as commenting on the magazine itself. We welcome your thoughts!

Thank You, Constance

Dear Editor:

When I first read the article, I began a letter of appreciation for Constance. Then other events took over, and now I want to make amends. Thank you, Constance, for your review of your participation in interracial activities in the 1950s. Hats Off! to you. The fact that Agnes Scott College gave official recognition to those kinds of experiences in the 1950s reminded me of the entirely different situation we faced in the 1936–1940 period when I was a student there at Agnes Scott.

Beginning in 1937, when it was still illegal in Georgia to participate in interracial meetings, a small group of students from Georgia Tech, Emory and Agnes Scott began meeting with students at Atlanta University under sponsorship of the YWCA, YMCAs and/or Christian associations on those campuses. We met on Sunday afternoons about once a month, primarily to become acquainted with each other and to discuss ways in which we could help work toward a better society that was more just and inclusive, one that more nearly reflected the teachings of Christ. The first meetings took place at the Auburn Avenue YMCA and then moved to Gammon Theological Seminary. There was, of course, no official sponsorship by Agnes Scott, Emory or Georgia Tech. To make a long story short, the culmination of my participation with the group was a day-long meeting at Payne College (an all-black college) in 1939, which I attended with the group from Emory, mostly theology students. I think I was the only Agnes Scott student there. (No special virtue on my part: Others wanted to go and would have gone. My being a day student made it easier for me to go without causing any problem on campus.)

I am indebted to Agnes Scott, its faculty and the College's policy of dedication to Christian teachings and to the spirit of

concern for justice and equal opportunity that reinforced values held by my family. Those concerns guided my years of volunteer and professional work, including work to keep Georgia's schools open after integration and to achieve compliance in Atlanta with the Federal Public Accommodations Law of the Johnson Administration.

Again, thanks Constance Curry for your significant contributions to the cause of equal opportunity. You were operating above board and out in the open and on the cutting edge and with courage. That you had the knowledge of and official support from Agnes Scott was in itself a mark of progress in the policies of the 1950s over those of the 1940s, progress from which the college has never retreated.

—Elizabeth "Betty" A. Vinson '40

A Beacon of Probity

Dear Editor:

I think we will be proud of our first Congresswoman. In her years as a Florida legislator, Katherine Harris distinguished herself in her support of education and the arts as well as international trade.

As for the election whirlwind of 2000 in Florida, it seemed to me that she was a beacon of probity. Even though I had voted for Gore, and even before I learned that she was an Agnes Scott graduate, I admired her poise and her steady adherence to the law as she carried out the duty for which she had been elected. The questions I had about her prior responsibility for the voting mess were fully answered in her subsequent interviews on television and in her firmly courteous appearance before the very uncivil chairman of the Civil Rights Commission.

The howling gales of Congress will be mere zephyrs to a freshman member who withstood that media-crazed hurricane in Florida.

—Eleanor Newman Hutchens '40

Ideologically Skewed

Dear Madame President:

Whether your own political philosophy is to the right or to the left, as an outstanding educator of the 21st century, you should be in favor of at least a balanced point of view.

I greatly fear that AGNES SCOTT COLLEGE must lately be among the "leftist" thinkers. Otherwise, why would you be featuring a woman such as Angela Davis as a role model for our daughters? There are so many attractive, brilliant and successful women in our society who truly outshine Ms. Davis in all categories of admirable traits. Why do you choose such an unsavory character? Isn't it bad enough that this infamous woman is poisoning youthful minds in Southern California?

Please direct your attention to the enclosed magazine articles that have recently upset me a great deal. I have discussed these matters with many of our alumnae, and we are all broken-hearted to find that our alma mater has become so ideologically skewed. Our daughters are being fed anti-American and un-Christian thoughts in a critical time for our nation and the world.

Please permit me to remind you and AGNES SCOTT COLLEGE Board of Trustees concerning the stated "Mission and Purpose of Agnes Scott College" as quoted from a statement adopted by that Board 13 May 1988 and amended 29 October 1993.

"The founders of the College envisioned an institution dedicated to excellence in higher education and committed to the Christian faith.

Throughout its history, Agnes Scott college has sought to maintain the ideals of its founders: 'a high standard of scholarship.'

*** and "the formation and development of Christian character."

*** Agnes Scott College affirms its relationship to the Judeo-Christian tradition.

*** The values of this tradition are central to the life of the College.

*** The Christian faith continues to shape the mission and purpose of the College."

These words indeed ring hollow in view of the recent College policies discussed in my opening statements. Please re-examine the College "Mission and Purpose" with a mind to return to the stated Mission and Purpose of the College Founders as you continue in educating our daughters.

—Barbara Young Reiland '50

Understanding bats, worms, grasshoppers and dye provides insights for scientists; science and math expertise allows students and College to shine.

BATGIRL LANDS AT ASC

With a yawn and a smack of his lips, Belfry settles himself upside-down on the collar of Elizabeth Hartman '06, looking like a fuzzy brown brooch. His palm-sized body vibrates as he snoozes.

"He's purring," Hartman explains. "Bats purr when they're content, just like cats."

And Hartman should know—she has been rescuing bats since she was 14. She is one of 10 wildlife rehabilitators licensed by the Georgia Department of Natural Resources to handle rabies-prone species (which required that she receive a series of rabies pre-exposure shots and take a test on protocols for managing rabid animals). And she is one of only seven rehabilitators in the state specializing in bats.

Although Hartman, a 19-year-old first-year from Lilburn, Ga., is taking a break from her wildlife work while in school, she typically cares for 20 to 25 animals per year—mainly bats, but also opossums, squirrels and rabbits. All but three of the 22 bats she cared for last year survived.

As a toddler, Hartman began helping her mother rehabilitate bats through a program at Zoo Atlanta. Several years after her mother gave up the volunteer work to return to a full-time job, Hartman took over.

"I love the challenge," she says. "And bats are so misunderstood. When I tell people I take care of bats, they usually say, 'That's disgusting.' But when I show them Belfry and they see how cute and soft he is, all of a sudden they get a new idea in their minds."

In fact, Hartman frequently takes Belfry and other creatures who, like Belfry, have been certified by the DNR as educational animals to elementary schools. "The kids love it," she says. "I tell them how bats see and use echolocation [a high-pitched signal that helps them sense their surround-

ings], show how their wings are like hands and explain what they should do if they find a wild animal that's sick."

Hartman has contributed to scientific understanding of bats. Last year she wrote a paper on how she diagnosed and treated a skin problem Belfry suffered. "Nobody could figure it out," she recalls. "Finally, by



Elizabeth Hartman '06 and Belfry

trial and error with different vitamins, I discovered it was a fatty acid deficiency." Excerpts of Hartman's paper will be included in a forthcoming volume on bat husbandry by her Zoo Atlanta mentor, Sue Barnard.

Hartman receives animals located anywhere from five minutes to several hours away through a referral network. They often come to her as infants or as sick or injured adults—anything from pneumonia to a torn wing membrane. During the summer, the height of bat season, she

sticks close to home for round-the-clock feedings and care. Hartman has never gotten sick from handling an animal.

Because bat pups usually imprint on their human caregivers and are difficult to train to hunt for themselves, they tend to remain permanently in zoos, where they can live as long as 20 years. Many rehabilitated adults, however, are returned to the wild. If an adult can sustain flight for 10 minutes, Hartman will release it. "I let them fly around the house and time it," she says, adding that she posts signs to remind her family to keep the doors shut.

When Hartman rescued Belfry, a big brown bat (the most common type in the Southeast) in June 2001, he was 2 days old and required feedings of milk every two hours. He was about an inch and a half long and hairless, and his eyes were closed. "He had fallen from the attic to the garage of a woman's house near here," she says. "He actually had a twin. Most big browns only have one baby, and usually if they have two they drop one." Because Belfry was so young and had imprinted on Hartman, she received special permission from the DNR to keep him as a pet.

This year, Hartman is pursuing a special license through the U.S. Department of Agriculture that will allow her to bypass DNR paperwork in order to keep other unreleasable animals permanently captive. Without either the license or paperwork, those animals must be euthanized. Although she continues to build her qualifications as a rehabilitator, Hartman, an English major and environmental studies minor, plans to keep the work an avocation.

"I'd like to be a book editor and work at home and take care of wildlife on the side," she says. "That's my dream job."

—Allison Adams '89

Allison Adams '89 is a writer and editor at Emory University, where she earned her master's degree in English.

RESEARCH FLOURISHES IN NEW FACILITY

Amid moving and settling into the Science Center, professors and students continue to build upon the College's strong tradition of research.

"We did wonderful science in Campbell Hall, in spite of its limitations, including no air conditioning for many years," says Harry Wistrand, professor of biology, during the center's dedication Feb. 7. "The tradition will continue, but we now have a facility and instrumentation that allow faculty and students to have no limitations other than our minds."

For its size, Agnes Scott is equipped with unusually active science departments. The College holds three National Science

microscope/atomic force microscope.

"We're small—not as big as major research institutions—so we can offer students a chance to get into labs," says Barbara Blatchley, associate professor of psychology and department chair. "At larger schools, labs are dedicated to graduate students."

"Our students get a leg up because we are small and can emphasize hands-on research," Blatchley says.

A bio-psychologist, Blatchley is studying how changes in the environment affect behavior as she investigates the biology of depression.

Her research class is making a video including funny and dry clips to see how humor and laughter affect stress responses.

The more stressed a person becomes, the more distressed his or her immune sys-

tem becomes, she says. "This is why you see so many sick students around mid-terms."

Blatchley wants to see if laughter truly is the best medicine. Does it make a person feel better? She is interested in alternative treatments for depression to drugs, which change a person's biochemistry.

"A placebo can change your brain. Nothing but expectation can change your brain," she says.

In the biology department, Tim Finco, assistant professor, and two students, Carina Fernandez-Golarz '03 and Cindy Zheng '04, are looking at how genes are turned on and off, "which directly impacts health and diseases."

For the project, Zheng is helping clone certain sections of DNA into vectors so Finco can determine what triggers a gene to go to work.

"We are cloning certain regions that we think contain promoter sequences that activate genes in T-cells," Zheng says. "We have several candidates for the promoter region from searching sequences on the Internet. We have successfully cloned three of these sequences."

Fernandez-Golarz is working on splitting transformed T-cells and monitoring their growth rates. "We can grow these cells and use this chemical agent to emulate what happens in a living person when this cell encounters an antigen."

Both students and Finco say the new center and equipment support their work better.



Karen Thompson's biology class prepares to dissect sharks. The College's size and the numerous labs in the new Science Center allow students to gain valuable hands-on lab experience.

tem becomes, she says. "This is why you see so many sick students around mid-terms."

Foundation grants—astronomy, physics and biology—all emphasizing undergraduate research.

Professors and students search for how a gene is turned on and solution absorption rates. They examine the neurobiology of grasshoppers. They explore the development of the brain and the evolution of marine organisms.

These are but a few of the projects under way in dedicated laboratory space and psychology observation suites with new equipment and instruments, including a laser scanning confocal microscope, a nuclear magnetic resonance spectrometer and a STM/AFM scanning tunneling

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"It is more efficient," Zheng says. "The machines can finish a cycle in two or three hours, which gives us more time to move on to the next step."

"We are incorporating technology right from the beginning," Fernandez-Golarz says. "It is a huge advantage. The quality and integrity of science education got better. We now have a bigger tool box."

"The new building is phenomenal," Finco says. "We have more space to do our research—better facilities and better equipment. I would not have been able to continue my research in Campbell. The new building is integral to our research."

Karen Thompson, associate professor

"Understanding how the use of these developmental toolkit genes varies in different organisms, especially those with unique body plans, will provide important insight into the origin of animal diversity."

of biology, is studying how neural circuits are organized to produce behaviors in grasshoppers. She is specifically looking at rhythmic behavior found only in females.

"What does this mean? Is it a pre-existing behavior?" asked Thompson, who has two students, Sharayne Mark '04 and Julia Downs '03, helping her.

Central nervous systems of all animals house underlying neural circuits, which organize rhythmic behaviors such as breathing or locomotion, Thompson says.

"We are looking at the morphology of neurons involved in rhythmic behavior in grasshoppers," she says of the female

developmental toolkit genes varies in different organisms, especially those with unique body plans, will provide important insight into the origin of animal diversity," Pilger says.

On another scale, Pilger is trying to determine organisms to which the spoon and peanut worms are most closely related. "We have some general ideas about their relationships, but the existing data are somewhat ambiguous."

By discovering, cloning and testing for the functional roles of the developmental genes, the "tools" used to build animal's body plans, Pilger hopes to provide powerful new information to better understand the evolution of these worms and other animals.

In chemistry, Rebecca Poole '04 is working with Ruth Riter, assistant professor, to determine the ability of a dye to probe the motion of the interface between oil and water. Although basic research, applications include improving solar power conversion to electricity.

This research measures the absorbance of the dye in reverse micelle solutions. If you have recently taken a bath or washed your clothes, you have used micelles (or colloidal ions composed of an oriented arrangement of molecules).

"For example when you wash clothes, the detergent forms micelles," says Poole, explaining how micelles help oil dissolve in water. "The detergent goes to the oil stain, surrounds it and helps dissolve it where it is happy. This lifts the stain out when you rinse it."

Working with Riter introduced Poole to the lab atmosphere. "Lab work is 90 percent making mistakes and 10 percent fixing them," says Poole, who presented a poster with Riter at the national American Chemical Society meeting in New Orleans this spring.

"Dr. Riter is an amazing woman," she says. "She is so excited about science. I was not very research-oriented, but she was more than willing to let me go in there [into the lab] and help me. She is great about fostering a research environment."

—Wendy Cromwell

Wendy Cromwell, senior writer/editor in the Office of Communications, is the editor of Main Events.

STUDENTS STRIKE GOLD

Catherine T. "Katie" Jordan '05 and Audrey L. Powers '04 have earned Barry M. Goldwater Scholarships for the 2003–2004 academic year.

"Winning a Goldwater in itself is an exceptional achievement, but to be the only Atlanta college or university with two Goldwater recipients in the same year is outstanding," says President Mary Brown Bullock '66. "Audrey's achievements in mathematics and Katie's accomplishments in biology represent the kind of outstanding academic performance for which Agnes Scott College is known."

Jordan and Powers are two of 300 sophomore and junior undergraduates awarded Goldwater Scholarships and were selected on academic merit from a field of 1,093 mathematics, science and engineering students nominated by the faculties of colleges and universities nationwide.

The scholarships cover the cost of tuition, fees, books and room and board up to a maximum of \$7,500 per year. As a sophomore, Jordan receives a scholarship for her final two years and Powers' scholarship applies to her last undergraduate year.

Powers was nominated by mathematics professors Myrtle Lewin and Larry Riddle. She intends to pursue a doctorate in pure mathematics at Georgia Institute of Technology, Emory University or another Atlanta-area university.

"I would like to hold a university position teaching and researching mathematics," says Powers, of Holdrege, Neb.

Biology professor Harry Wistrand nominated Jordan. She wants to pursue M.D. and Ph.D. degrees and hopes to conduct medical research.

"I hope to be able to research the molecular nature of pediatric illnesses, direct a research lab and mentor undergraduate students," says Jordan, of Cedar Falls, Iowa.

The Goldwater Foundation is a federally endowed agency. The Scholarship Program honoring U.S. Sen. Barry M. Goldwater was designed to foster and encourage outstanding students to pursue careers in the fields of mathematics, the natural sciences and engineering. In its 15-year history, the foundation has awarded 3,962 scholarships.

—Lee Dancy

Lee Dancy is manager of the College's news services.



KIERAN REMOULDS

rhythmic behavior. "Insects have similar starting points. Something happened to modify, to produce different behaviors."

In broad terms, John Pilger, professor of biology, is studying genes that control embryonic development. By doing so he hopes to better understand the mechanisms that have led to the evolution of animal diversity. His subjects are two understudied marine organisms, peanut worms and spoon worms, which have intriguing body plans.

"One of the most exciting recent discoveries is the recognition that the same genes are used to build the bodies of worms, flies, humans and probably all animals," Pilger says of developmental biology.

"Understanding how the use of these



Becoming a Pioneer Tourist

Her journey to Northern Ireland leads an Agnes Scott student across invisible barriers—within and without.

Essay and photos by Kristin Kallaher '04

When I set foot in Derry's Catholic Bogside neighborhood in Northern Ireland on Jan. 12, my mind immediately envisioned what happened there decades before. Had I been standing a few blocks down that same street on Jan. 30, 1972, a date later known worldwide as Bloody Sunday, my life would have been in danger. I would have been asphyxiated by the explosion of CS gas grenades; my eyes would have been confronted with gutted, firebombed and graffitied stores and bars; my ears would have been ringing from gunfire; and my body would have been prepared to dodge water cannons and rubber bullets fired by British soldiers.

On that day, the Bogside joined the ranks of Prague and Paris, of Birmingham and Selma, as Irish Nationalists took to the streets in mass civil disobedience. Violence, bubbling up in Northern Ireland for decades, boiled over. Just a few hundred feet away from where I stood, 13 unarmed Catholics, who had begun the day in a peaceful civil rights march protesting internment of fellow Catholics, were killed by British soldiers.

I was not so naïve as to expect bombed-out buildings or gunfire—routine sights

and sounds during the period in Northern Ireland known as "The Troubles"—to assail me, though. It was day 15 of a 20-day trip around Ireland with 20 of my classmates and two professors. Those of us on the Global Connections: Literary Ireland tour had crossed the "invisible border" from the Republic of Ireland into Northern Ireland. The number of British troops in the region has been reduced from as many as 46,000 at the height of The Troubles to 6,500 today, allowing the border to be considerably less conspicuous than it once

was, thus becoming “invisible.”

While standing in front of the powerful white wall in Bogside that proclaimed in black, “You are now entering Free Derry,”—a once-bold assertion by Catholic Nationalists who formed a pseudo-state in 1972 to repudiate British authority—I saw a girl in her school uniform walking down the street. She and I had a lot in common. For nine years, I wore a black and red plaid pleated skirt and a white oxford button-down shirt to my private Catholic school in Memphis, Tenn. I went to Mass at least twice a week, had religion class every day and had nuns and priests as schoolteachers. But that was before I went to Northern Ireland. I learned the truth on my visit to Derry: Although she and I may share certain similarities, I was far from being like her.

When I was growing up, I didn’t know what it was like to have my religion or the place where I lived be a political statement. In Derry and Belfast, many people live in neighborhoods where street curbs and streetlamps are politicized. In Catholic neighborhoods, curbs and lamps are painted green, white and orange, and in Protestant neighborhoods they are painted red, white and blue. Even the pictures in their homes—either of the Sacred Heart of Jesus or the Queen—become political contrasts.

As we rode into the city of Derry, or Londonderry, as it is known by many of its

Protestants and Catholics have come, the sculpture reveals the gap that still exists.

Understanding the conflict in Northern Ireland is not easy. The differing factions generally can be broken down into Protestants, usually Unionists who support the presence of British authority, and Catholics, usually Nationalists who support the removal of British authority. But the reality is much

resulted in Protestant Unionists gaining a majority in the local council. Today, the numbers are closer to 50-50, but Protestants still have a slight majority, which means the British will continue to rule Northern Ireland.

Derry, a center of violence during The Troubles, is now devoted to peace and reconciliation. The office of the mayor rotates each year between a Protestant and a Catholic, so power sharing is more equitable despite the ultimately British authority in Northern Ireland.

Although many people perceive Northern Ireland to be dangerous, the truth is acts of violence occur on a stunningly low level. The media, operating under the theory that bad news is news, has contributed to a biased image of a violent Northern Ireland in recent years. To put things in perspective, Dublin had 63



more complicated, because crossover occurs. Such things as a Protestant Nationalist and a Catholic Unionist do exist.

In Derry for instance, a city founded in 546 A.D. by the Catholic St. Columille, many of the Protestants have lived there almost as long as many of the Catholics. Beginning about 1600, Protestant planters from the city of London developed the fertile land in the Foyle Valley, where Derry—which comes from the old Irish “daire” meaning “oakgrove”—is located. In the 17th century, the English planters erected massive stone walls around their settlement, which became symbolic of Protestant domination. The Catholics responded by building churches and neighborhoods (like the Bogside much later) just outside the walls. In 1921, when the partition of Ireland divided the country into the Republic and Northern Ireland, Derry became located four miles within the Northern border. Gerrymandering



Although many people perceive Northern Ireland to be dangerous, the truth is acts of violence occur on a stunningly low level.

British inhabitants, we passed a piece of sculpture called “Hands Across the Divide.” Two nondescript young men stand apart, their hands reaching out to each other but not quite touching. The sculpture was one of the first things we saw, but it remains one of the things I most remember. While symbolic of how far

murders last year; Derry (population about 120,000) had three; and Atlanta had 119 in the first 10 months. The whole country of Northern Ireland had 19 murders. Violence is confined to a small number of extremists from both sides: Republicans, who are extreme Nationalists, and Loyalists, who are extreme Unionists. The majority of people in Northern Ireland—Protestants and Catholics, Unionists and Nationalists—want to live peacefully, an experience that was aided greatly by President Clinton’s 1995 visit and subsequent peace talks.

However, the story of our Derry tour guide, Ronan McNamara, illustrates just how volatile things were in Northern

Ireland until the mid-1990s. Originally from the city of Galway in the Republic of Ireland, McNamara decided to attend university in Derry about 12 years ago, causing his father not to speak to him for a year because he thought he'd never see his son again.

Because of Northern Ireland's violent reputation, tourism has come to the country slowly. Derry has been almost completely rebuilt in the last 15 years. Belfast, which we also visited, had only one or two hotels before 1995, when the ceasefires were enacted and the economy began to turn around.

"Only one out of every 10 tourists who visit the island that is home to Northern Ireland and the Republic of Ireland visits Northern Ireland," McNamara told us. "So you are all, in a sense, pioneer tourists."

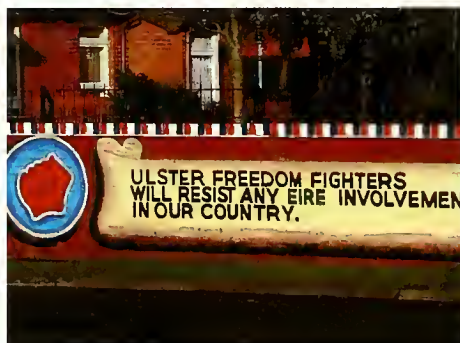
Not ready to get back on the bus, I stood among Derry's famous Bogside

wall murals, many depicting scenes of Derry Catholics' struggle for civil rights. I had been changed by visiting Derry, especially Bogside. My Catholic upbringing and my grandfather's instilling me with the story of my great-great-grandfather, Michael Kallaher, who traveled to America during the Potato Famine, caused me to side mentally with the Catholics, even though I no longer practice Catholicism. But seeing people there—their homes, their churches and their businesses—I understood that for so many Protestants, Northern Ireland is as much their home as it is for Catholics. I also realized groups such as the Irish Republican Army and Sinn Féin, the army's political wing, shoulder as much responsibility in the conflict as the British Army and the Police Service of Northern Ireland, which is 90 percent Protestant.

We visited many beautiful and impressive places—among them the Waterford

Crystal factory, Blarney Castle, Yeat's Lake Isle of Innisfree, the Cliffs of Moher, Kilmainham Gaol and the Giant's Causeway—throughout our 20 days on the Emerald Isle. Although awed by all of those sites, I was truly captivated by Derry in Northern Ireland. The one place I really did all those things you're supposed to do when you travel—broaden your horizons and "see" the world—was probably the place in Ireland least likely to grace the pages of glossy coffee table books. Out of all the wonderful things I saw and experienced, this was the story I wanted to tell. I might have become a world traveler in journeying to the island of Ireland, but in crossing the "invisible border" into Northern Ireland, I became a "pioneer tourist."

Kristin Kallaher '04, Office of Communications intern, is an English major. She is the College's 2002 recipient of the Sara Wilson "Sally" Glendinning Journalism Award.



SARAH MURPHY '04



Searching for Security

In this opinion piece, an alumna calls for this country to use its power wisely.

by Alice Evans '61

When Nelson Mandela was elected president in the first all-race election held in South Africa, he and other members of the African National Congress had the awesome responsibility of shaping a new democratic, nonracial, nonsexist government. In combating the evil of apartheid, Mandela reminded his colleagues to use their new power wisely and "not become what we hate."

Since the Cold War, the United States has emerged as the most powerful nation in the world and can affect economic, social and cultural patterns worldwide. This role offers great opportunities, but the role also presents Americans with an enormous challenge to use our power wisely.

Following 9/11, my e-mail was filled with words of sympathy and mutual anguish from around the world. Less than two years later, it is painful to hear the increasing level of suspicion, hostility and fear these same friends now have for the United States.

In recent polls taken in Great Britain and the Middle East, the most feared nation in the world is the United States. Overseas friends and allies see us denouncing accepted international protocols, becoming isolated from historic European and Asian allies, seeking to buy allegiance from governments criticized for massive human rights violations and withdrawing promised funds for international health programs that could save thousands of women and children.

Much of our rationale for relying on force appears to be based on fear of terrorist attacks similar to those of 9/11. However, in our search for security, we risk becoming what we hate. In what is perceived by much of the world as an anti-Muslim crusade, epitomized by war on Afghanistan and Iraq, we offer justification for Islamic militants to recruit hundreds if

not thousands more terrorists. We become less, rather than more, secure.

Fear is leading a nation built on principles of democracy and freedom to adopt laws that drastically curtail civil rights. Noncitizens can be arrested and detained based only on suspicion. Law enforcement and intelligence agencies have broad access to personal medical and financial records with little if any judicial oversight. The FBI may conduct surveillance of public

Rather than responding in fear, our nation has the status and capacity to lead the world in making it a safer place for all nations. I urge colleagues and friends of Agnes Scott to consider:

- **Imploring our leaders** to work toward global peace by abdicating our role as the world's largest arms supplier and by calling for elimination of all weapons of mass destruction,

- **Challenging openly** the climate of fear that leads Americans to acquiesce to drastic limitations on civil liberties, stereotype all Muslims as terrorists and humiliate foreign nationals with legal visas by fingerprinting them,

- **Urging our government** to use its wealth and power to form a global collaboration to ensure the stability of all nations. Nobel laureate Oscar Arias reminds us that if the wealthiest countries redirected only 5 percent of what they invest in arms to the needs of the poor, in 10 years we could guarantee basic health, education, sufficient food and clean water for every nation.

The world is interconnected and interdependent, and only stability and peace in the world will bring security to the United States. I pray our nation will have the humility to listen to friends and allies with "ears that hear," we will have the courage to be motivated less by fear and more by a vision of human dignity and development and we will have the wisdom to turn away from the path toward becoming what we hate.

Alice Frazer Evans '61 and husband, Robert, have worked for justice in South Africa since 1972 when they were first invited by Archbishop Desmond Tutu. A senior fellow at the Centre for Conflict Resolution at the University of Cape Town and a director of Plowshares Institute, Evans spends more than 50 percent of each year working in Indonesia, China and several African countries. Alice, Robert and Plowshares Institute were nominated for the 2002 Nobel Peace Prize by two South African parliament members for their reconciliation efforts after apartheid ended.



meetings, including religious services, without evidence a crime has been committed.

Fear has led a nation purporting to value peace to disregard pleas of allies and disavow internationally accepted treaties of nuclear disarmament while investing billions of dollars in new nuclear weapons and an unproven defense system.

A nation valuing democratic dialogue has virtually abandoned diplomacy and relies on military power.

*There's nothing fuzzy
about this alumna's
flight to the top of one
of the country's premier
aerospace firms.*

by Lisa Ashmore

SEEING CLEARLY

with fuzzy logic

Math is a presence Mary Pensworth Reagor '67 examines in her dreams. She finds it a mystery and a veil, with beauty in its underlying structure.

She first perceived beauty in proofs while a graduate student at the University of Texas in Austin. "After you memorize about a hundred of them, you start to see familiar patterns." Reagor began recognizing the "fingerprints" of earlier mathematicians woven into proofs done years later by others. Clever, elegant and useful techniques are often reused later and, like a secret signature, signal contributions of those earlier mathematicians.

Reagor is exactly the mathematician and scientist her doctorate from Texas Christian University and 21 years at Lockheed Martin say she is: One of her fuzzy logic applications for the aerospace giant appears to hold multi-layered potential for solving problems as diverse as understanding breast cancer patterns to helping fighter pilots avoid crashes, especially under fire or stress. The military calls the latter "ground-collision avoidance."

Early in her career, however, Reagor took a three-year leave of absence from the industry to raise her two daughters that turned into a 15-year hiatus. For eight years, she taught math and computer science at Weatherford College, and she and her husband, a graduate of Georgia Institute of Technology, continue to tutor high school and college students.

But when General Dynamics, now Lockheed Martin, rolled out the F-16 fighter aircraft in the '70s, Reagor was there. And when the Fort Worth plant underwent a drastic decline (her company cut its workforce from about 24,000 to 6,000) she taught herself a computer simulation language in order to do her own coding. Her first programming job was a simulation filling seven large boxes of punched cards, the only way to input information into the computers.

Reagor's Ph.D. extended concepts of a branch of mathematics called topology, a study of shapes, using a generalization

technique called fuzzy logic. Fuzzy logic, contrary to what the name seems to imply, is quite exact and attaches a precise mathematical meaning to the many shades of gray between the black and white of traditional "true or false" logic. It enables words like "faster" and "almost", for example, to be exactly understood by a computer.

Reagor's patented discovery is derived from concepts related to fuzzy logic. Her invention is a computer software technique that creates a nonlinear model for a large set of data with multiple influences. Her software rapidly creates a model to which a person can present values of the influences that were not in the original set and receive a reasonable value for a response. The technique builds a model whether the user knows how to model the data or not. A version of the technique is commercially available as DATASCAPE and can be found on the Web.

Reagor invented a process to analyze and mathematically model systems that is revolutionary in its ability to compress information. Her accomplishments in the application of this technology have been recognized by her peers, her company and F-16 customers as a major technology breakthrough.

"The resulting code is small, and it executes very quickly," she says, making it perfect for an aircraft flight system. On-board computers must evaluate many different parameters many times per second, while minimizing memory and processor resources. Reagor's software model can take sensor values of pitch, yaw, roll, altitude and speed of an aircraft with low ground visibility or a distracted pilot and can calculate whether the plane is maneuvering dangerously low. This frees the pilot to concentrate on maneuvers, while the model monitors flight parameters and remains ready to sound a warning to "pull up" in time to prevent a crash.



NORMAN B. ROBBINS, LOCKHEED MARTIN

Reagor's invention has virtually unlimited military and commercial potential applications.

Invented with Lockheed Martin research grant funds, Reagor describes this innovation as a once-in-a-lifetime discovery, truly an "aha!" moment in her research.

However, getting to this "aha" moment wasn't always easy for Reagor, the girl who got called on a lot during high school in Oak Ridge, Tenn.

"When you're a smart, shy girl who's right a lot in high school, that typically means you're putting down a lot of guys," says Reagor. "That was a socially difficult position."

A women's college eliminated that unease, and small classes (especially in mathematics in the '60s) meant she was not only allowed to be right, she was expected to be. When she moved to the University of Texas at Austin to pursue her master's, she landed in classes of 50 where she was often the only woman.

"There were times when I felt really inadequate — that I was way under-prepared," she says. But her study skills and the habit of being ready for a small class where she couldn't hide served Reagor well.

Reagor claims her weakness in spelling confidence and a bit of chauvinism dissuaded her from her dream of being a physician, as were her two uncles — one of whom told her "Women don't make good doctors."

After taking a biology genus and species tests, she soon discovered her biology professor at Agnes Scott was a stickler for spelling. Realizing that in a small department she'd often face this predicament, she switched her major to mathematics.

Unforeseen to Reagor at the time, that switch would put her in the middle of world events. Lockheed Martin is a major U.S. defense contractor. While Reagor cannot discuss the details, her work is a lesson in how abstract mathematics can influence the practical world of defending the nation and enhancing military effectiveness.

"It's only impossible until it's not," is a phrase Reagor likes, and she posts quotes around her desk to inspire her. As she reads them

off, many center on the idea of conquering the impossible.

Reagor's contribution to Lockheed is not unnoticed. Last year, she was the only woman among 23 Lockheed Martin Aeronautics Company employees in all three company locations chosen for two-year appointments as technical fellows in a new program instituted to preserve and to pass on the brain trust of its senior scientists. "Within 10 years, all of us pretty much will have reached retirement," says Reagor, who was cited for her expertise in mathematical algorithms.

The program is designed to ensure that the enterprise maintains a pre-eminent position in aerospace technology through focused utilization of its top technical talent. It is also a way of recognizing the value of the technical career path.

In 1997 she received a Stellar Performance Award for Technical Excellence from Lockheed Martin Aeronautics, a company currently of about 20,000 in a corporation of 125,000. Later that year she received the corporation's NOVA Award for Technical Excellence, the highest recognition for individual or team achievements. With selection standards very high, 50 NOVA awards are granted each year to individuals and teams from across the corporation. Chosen for her innovations in the development of software applications, Reagor's award was in the technical excellence category for internationally recognized innovation in the development of fuzzy logic software applications.

"There are a lot of smart people out here — the intellectual challenge is very great," says Reagor. "There is constant competition, and it's an environment where you're intellectually stressed and challenged."

And on a night when an answer has eluded her — during a day full of presentations, shuttling between labs and trying to beat the Fort Worth traffic — a dream will present it. And that is beautiful.

Lisa Ashmore is a freelance writer who also edits DesignIntelligence, a monthly for architects, designers and engineers.



Cheers?

Alcohol abuse—a leader in the substance abuse category on college campuses—is anything but a cheery topic for college administrators.

by Dolly Purvis '89

In *A Beautiful Mind*, Princeton University graduate student John Nash finds inspiration for his Nobel Prize-winning equation at a bar. *Animal House* made the toga party an almost ubiquitous college experience, and *St. Elmo's Fire* depicted the local bar as the center of the world for a tightly knit group of classmates. Even the nerds in the *Revenge of the Nerds* series engaged in nightly binge drinking.

Movies portraying alcohol consumption as the norm for college students resemble real life in many ways.

Each year, says the National Institute on Alcohol Abuse and Alcoholism, some 1,400 college students in the U.S. die from alcohol-related incidents. This analysis, conducted by NIAAA's Task Force on College Drinking, also attributed 600,000 assaults by another student, 500,000 injuries, 400,000 episodes of unpro-

tected sex, 150,000 health problems, 110,000 arrests and 70,000 sexual assaults to alcohol use.

In addition, about 25 percent of college students report academic consequences, 11 percent report they have damaged property and 5 percent are involved with police or campus security as a result of their drinking, according to the task force.

Findings of the Harvard School of Public Health College Alcohol Study revealed 6 percent of college students meet criteria for a diagnosis of alcohol dependence—also referred to as alcoholism—and 31 percent meet the clinical criteria for alcohol abuse.

Although Agnes Scott College ranks in *The Princeton Review's* top 20 of "Got Milk"—as opposed to beer—and doesn't fit criteria for colleges most likely to have problems, alcohol issues are present.

The College has six to seven cases of alcohol policy violations per year, and, in the last 10 years, has had two reported cases of alcohol poisoning, says Gué Hudson, vice president for student life and community relations and dean of students. "Agnes Scott doesn't have a problem, but we remain vigilant."

One student's experience began one balmy fall evening more than a decade ago, after the Black Cat bonfire her first year. Walking back to the dorm, she saw a senior, one of the ones who had instructed the first-year class about the Honor Code. Much to the first-year's surprise, she was asked to join a party going to a bar—a bar that did not admit anyone under age.

"We had been drilled about the Honor Code for weeks, and underage drinking anywhere could land you in front of Honor Court," recalls the alumna. "We were told that just being around an underage person who had alcohol could be a problem, because if you didn't turn her in, it could be just a bad on you."

"I immediately knew I was stuck," she recounts. "If I said 'yes' and was caught drinking, I knew there could be severe consequences. If I didn't go, would I be a nerd? I mean, here was this really smart senior with a lot of friends asking a lowly [first-year student] to join the elite at a bar."

The first-year acquiesced and that night learned the words to "Beer, Beer for Old Agnes Scott." She rarely touches the stuff now. "Too many self-inflicted head wounds," she adds.

The prevalence of so-called binge drinking on college campuses has come into focus since the term received its popular definition more than a decade ago.

In 1992, the Robert Wood Johnson Foundation funded a study by Henry Wechsler, director of the Harvard School of Public Health College Alcohol Study and the person who coined "binge drinking." Weschler's research is considered the seminal work in defining the parameters of drinking and alcohol abuse on college campuses in the United States. His latest research has been published in *Dying to Drink: Confronting Binge Drinking on College Campuses* (Rodale Books, 2002).

Defining "binge drinking" as males consuming more than five drinks in any one sitting in the previous two weeks and females consuming more than four, Weschler polled 200 students at each of 140 colleges and universities. Forty percent of the students questioned had participated in binge drinking during the previous month.

Weschler says the per capita consumption by college students has remained fairly constant since he began his study, but he adds the number of binge drinkers and abstainers has increased while the number of moderate drinkers has decreased.

Jacket copy on his book states, "Dr. Wechsler warns that drinking on campus is taking a bigger toll than most of us realize. And it's not just the students themselves who pay: One estimate puts the cost of underage drinking at around \$53 billion a year, including \$18 billion associated with traffic crashes that threaten the general public—about 57 percent of frequent binge drinkers and 40 percent of occasional binge drinkers admit getting behind the wheel after drinking."

Weschler found college students who drink the most include males, whites, members of fraternities and sororities, athletes and some first-year students. NIAAA says colleges with prominent athletic teams and schools in the Northeast are places where alcohol abuse tends to be more prevalent.

Living arrangements also can be a determining factor when

looking at likely places where students binge drink. Students living on campus tend to drink the most, while students living off campus drink more moderately. Students who live with their parents or guardians drink the least, NIAAA says. It also recommends parents and guardians remain involved with their college students' lives after orientation week. Phone calls to dorm rooms and questions about how things are going both academically and socially prove most effective, NIAAA adds.

The College defines intoxicated on campus as "unable to assume normal responsibilities and/or evidencing vulgar or boisterous behavior that is disruptive to the campus community." Agnes Scott's alcohol policy, which follows city of Decatur and DeKalb County laws, is detailed in the Student Handbook and is presented in brief on the College's Web site. Alcohol is restricted to campus-wide social functions held in designated areas as coordinated, evaluated and approved by the dean of students and to designated areas of the residence halls.

Hudson is blunt when she addresses the realities of trying to curb binge drinking or enforce the legal age. "Sometimes," she says, "I feel college campuses are one of the only places where the legal drinking age is actually enforced."

While she is encouraged by the increase of Agnes Scott students who choose to abstain, she remains puzzled by the extent to which students participate in games that involve drinking.

Each year, Agnes Scott students belonging to campus organizations intending to serve alcohol at events must attend an alcohol awareness workshop. Students see the real world when a local prosecutor outlines the penalties for drinking and driving and for serving underage people.

"The idea of the games is that Michael Jordan makes a basket, everybody drinks," Hudson says. Games such as quarters, where participants attempt to flip a quarter into a shot (two-ounce) glass, are known quantities, but drinking games can conform to just about any topic, she notes.

It is not simple enforcement, however, that Hudson believes is the most effective way of encouraging students to drink responsibly. She relies on education.

Each year, Agnes Scott students belonging to campus organizations intending to serve alcohol at events must attend an alcohol awareness workshop. Students see the real world when a local prosecutor outlines the penalties for drinking and driving and for serving underage people. One former DeKalb County district attorney informed students that a violation of the alcohol laws in the county surrounding Decatur would equal quick but fair punishment, including a likely stint in jail for driving under the influence. Hudson says the legal implications of abusing the privilege of serving alcohol at campus functions hit home hard.

That sort of straight talk is what Hudson and her staff employ when educating students about alcohol abuse. Among other techniques used are peer programming and counseling as well as showing cars smashed into barely recognizable forms by alcohol-related crashes.

Hudson's favorite tool is "The Drunk Goggles." Purchased for about \$150, the goggles' lenses help sober wearers see the world through drunken eyes and feel how the body reacts. Students who

watch, says Hudson, get a concrete idea of how they look as they reel around the room under the influence of four or five drinks.

Yet, Hudson says, no gimmicky novelty or dread edicts from the dean of students can replace the parental words. The time to discuss alcohol abuse, she says, is before packing the car to leave for the first year in college.

Pediatrician Susan Trawick '77 agrees a family setting is the best place to instruct college students on the hazards of alcohol abuse.

"[Traditional-aged] students who are entering college are still developing habits that can lead to problems later in life," Trawick says. "If they know they can get away with it when they are young, they will continue drinking, especially to excess."

Those problems include chronic liver damage and scarring, jaundice and ascites—fluid collection in the abdomen—coupled with esophageal varices, an enlarged blood vessel at the base of the esophagus. This condition is "miserable," Trawick says. "People get swollen and they can't breathe. It's a slow death."

Alcohol use may be more harmful to an adolescent than to an adult. The National Institute on Alcohol Abuse and Alcoholism cites monkey and rat studies that suggest alcohol has a greater impact and longer lasting effect on adolescent memory than on adult memory. According to NIAAA, which is affiliated with the Centers for Disease Control and Prevention, consideration must be given also to a 2000 human study that found cognitive impairments in adolescent alcohol abusers weeks after they began abstaining.

While long-term medical and social effects are simple to

explain, college binge drinking is not so simple, Trawick says.

She notes Greek parties, a setting in which there is the highest probability of binge drinking, are part of the college experience. It's also where students tend to lose their inhibitions after consuming large quantities of, typically, draft beer.

"Being drunk makes people seem funny and reflects what we see on television," Trawick continues. "Being drunk makes people do things they wouldn't normally do."

That's why family support is so important to informing new college students about the facts of alcohol abuse, says Trawick. "Children need to have an everyday conversation about what happens when alcohol is introduced into situations."

Alcohol is probably the number one substance-abuse problem on college campuses, says Hudson, noting it has special implications for women and can lead to lifelong problems.

"Being part of a first-rate college means that we educate inside and outside the classrooms," says Hudson. "We make sure they have the knowledge about alcohol abuse."

Dolly Purvis is managing editor of "The Paper," a newsmagazine in Atlanta, Ga. Winner of the Georgia Press Association's Joe Parham Trophy for humorous column writing, she has followed community news in metro Atlanta more than a decade

TO LEARN MORE

- www.collegedrinkingprevention.gov
- www.centurycouncil.org
- www.hsph.harvard.edu/cas

ALCOHOL AND WOMEN

- Alcohol affects women differently from the way it does men. Women can expect substantially more alcohol-caused impairment than men at equivalent levels of consumption.

www.brod21.org/olcohol_and_women.html

- Since, on average, women are smaller than men, equivalent doses of alcohol produce higher levels of concentration in women's bodies. www.brod21.org/olcohol_and_women.html

- The average female carries more body fat than the average male, and body fat contains little water. Consequently, most women have less body water to dilute the alcohol.

www.brod21.org/olcohol_and_women.html

- Alcohol dehydrogenase is a metabolizing enzyme that helps the body get alcohol out of its system. Women have less of this enzyme than men. www.brod21.org/olcohol_and_women.html

- Fluctuating hormone levels in women mean the intoxicating effects of alcohol set in faster when estrogen levels are higher, premenstrually. www.brod21.org/olcohol_and_women.html

- Studies repeatedly find that alcoholic women, having internalized society's contempt, suffer even worse anxiety, guilt and depression than alcoholic men, and they have lower self-esteem.

The Chronicle of Higher Education, May 31, 2002

- Teenage girls who drink more than five times a month are almost six times more likely to attempt suicide than those who never drink. *The Chronicle of Higher Education, May 31, 2002*

- Female alcoholics have death rates 50 to 100 percent higher than those of male alcoholics. A greater percentage of female alcoholics die from suicides, alcohol-related accidents, circulatory disorders and cirrhosis of the liver. *National Institute on Alcohol Abuse and Alcoholism No. 10 PH 290 October 1990*

- Women develop alcoholic liver disease after a comparatively shorter period of heavy drinking and at a lower level of daily drinking than do men. Proportionately more alcoholic women die from cirrhosis than do alcoholic men. *National Institute on Alcohol Abuse and Alcoholism No. 10 PH 290 October 1990*

- Drinking may increase the risk for breast cancer, but more research is needed to explore the relationship. *National Institute on Alcohol Abuse and Alcoholism No. 10 PH 290 October 1990*

- Menstrual disorders (painful menstruation, heavy flow, premenstrual discomfort and irregular or absent cycles), which can affect fertility, have been associated with chronic heavy drinking. Continued drinking may lead to early menopause. *National Institute on Alcohol Abuse and Alcoholism No. 10 PH 290 October 1990*

Step Lightly Through Our Environment

by Phil Gibson

Enter any national park or ecologically protected area, and you will see signs reminding visitors to "Take only photographs, and leave only footprints." Although a simple phrase, it serves as an important reminder that everything we do impacts the environment. While useful for influencing behavior in parks, this motto is equally important for our lives outside these protected areas.

Redefining Progress, an organization that works to help people understand how our actions impact our environment, has developed an on-line Ecological Footprint Quiz that estimates the amount of space you need to support your lifestyle. This quiz not only asks about the size of your house and the number of people living there, but also accounts for the land and resources needed to raise the food you eat, to support your travel and to provide the goods and services you enjoy. Most citizens of the United States and other industrialized nations require an average of 24 acres per person in a world in which there is only 4.5 acres per person if the land is divided equally. This becomes an even more sobering reality when we consider that although industrialized nations account for only 20 percent of world population, they utilize about 80 percent of its resources.

Other groups have brought patterns of resource consumption to the public eye, but in not quite so enjoyable ways as the footprint quiz. The Detroit Project recently aired a series of sharply satirical, yet hauntingly accurate, "public service

announcement"-type television ads that suggest driving an SUV supports terrorism. These ads sparked harsh criticism from SUV drivers and the auto industry. The auto industry claims the ads are unfair because the industry provides a product the market wants. SUV drivers claim they are being unfairly targeted because they pay for the gasoline and should be allowed to drive what they want without harass-

responsible changes in how we use natural resources, we can reduce its size and maintain a healthy planet and provide ample resources for everyone. We've all heard recycling is one thing we can do. But recycling is only part of the picture. Additionally, we need to focus on the other "R's" of conservation.

Reduce our consumption of resources as much as possible. This can be as simple as turning off a light when you leave a room, not driving a distance that can be walked easily or not printing a document that can be stored electronically.

Reuse. When we use resources, some form of waste inevitably is generated. We should promote creative enterprises that work to develop new ways in which the waste generated can be rendered useful.

Rethink how we do things. The best way to do this is to learn more about the world in which we live and the ecological role we each play on this planet.

By doing these things, we can tread a little more lightly and not leave too big of a footprint behind.

Phil Gibson, a member of the Agnes Scott faculty since 1995, is associate professor of biology and chair and program director of environmental studies. He received his doctorate from the University of Colorado at Boulder.

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MARILYN SURIAN

ment. The Detroit Project counters these criticisms by accurately pointing out the auto industry could do much better in developing and providing products that more efficiently use limited fossil fuel. SUV drivers do pay the costs of their fuel consumption up front, but other costs associated with excessive fuel consumption range from SUVs' high pollution output to the development of environmental and political policies shared by everyone. Equating driving an SUV with supporting terrorism is tenuous at best, but does illustrate that personal decisions regarding resource consumption impact everyone.

We must consider the size of our ecological footprint. By making ecologically

TO LEARN MORE

- Redefining Progress: www.redefiningprogress.org
- The Detroit Project: www.detroitproject.com

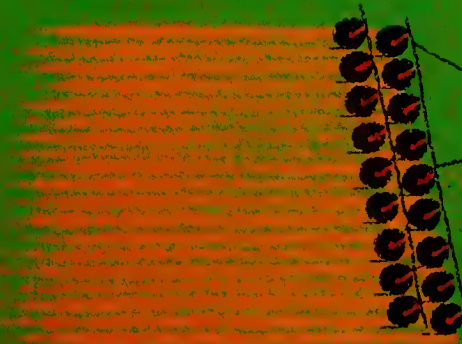
With a visit to the grocery not what it used to be, this Agnes Scott professor looks at the pros and cons of genetically modified food now appearing on grocery shelves.

An ingredient for deliverance or disaster

We are in a biotechnological revolution. This upheaval began in the late 1970s and early 1980s when scientists stumbled upon various techniques allowing them to manipulate DNA in ways that had been previously unimaginable. Since this time, researchers have been eagerly pursuing various ways in which this newfound technology can be used, including the creation of what are generally referred to as genetically modified plants.

To create a GM plant, a piece of DNA (a gene) from one organism is transferred into the genetic material, or DNA, of the plant. To say the least, the creation and subsequent commercialization of GM plants has caused quite a stir.

ter



Who's eating GM plant products?

I'll make a wager with you—try to go a whole week without consuming a genetically engineered plant product. In all likelihood I will win the bet. You see, when a whopping 60 percent or more of processed foods—ranging from salad dressing to breakfast cereal to soft drinks—contain GM plant products, it is virtually impossible to avoid their consumption. And that percentage is likely to increase if current trends continue. For example, the amount of land worldwide upon which GM crops are grown has increased more than 30-fold in the past six years, from 4.2 million acres in 1996 to an incredible 130 million acres in 2001. These numbers are particularly relevant in the United States, which presently accounts for 96 percent of the total area devoted to growing genetically modified plants.

What GM plants are responsible for these millions upon millions of acres? Four crops account for almost all of the commercially grown GM plants—soybean (62 percent), corn (19 percent), cotton (13 percent) and canola (5 percent). However, other GM crops are being cultivated, including papaya, squash, potatoes, cottonseed and tobacco, and this list most certainly will grow as new GM plants are created, tested and eventually brought to market.

What traits are being added to plants?

The impetus for transferring new genes into plants is to endow them with certain desired traits, and to date almost all GM plants grown for commercial purposes have been genetically modified with a gene providing resistance to certain pests and/or a gene conferring resistance to certain weed-killing chemicals (herbicides). The pest-resistance gene (Bt gene) is derived from a soil bacterium called *Bacillus thuringiensis*. This gene

prevalent, others are in various stages of development. For example, rice plants have been genetically engineered to produce provitamin A. This rice, called "golden rice" because of its deep yellow color, has been developed in hopes of alleviating vitamin A deficiency, a condition that results in 500,000 cases of blindness and approximately 250,000 deaths worldwide each year. Attempts are being made to genetically engineer canola and soybean to produce oils with improved nutritional and health properties. (No more clogged arteries!) Tomato plants have been genetically engineered to grow in salty soils; these and other similarly modified plants may open up more than 25 percent of the world's irrigated land that has become too salty to grow crops. Finally, Vector Tobacco Co. in Durham, N.C., will soon begin selling cigarettes containing genetically engineered, nicotine-free tobacco.

What are the potential risks of GM plants?

As these examples illustrate, the possible applications of genetic modification of plants are limitless. However, as with the introduction of any new technology, these possibilities come with certain risks. For genetically engineered plants, these risks generally can be divided into two broad categories: their effect on the environment and their impact on human health.

One environmental concern is that plants that have been genetically modified for pest resistance may kill insects not harmful to the crop. In 1999, a study was published in *Nature* that demonstrated under laboratory conditions that pollen from Bt-containing corn could kill monarch butterfly larvae. Although a number of subsequent field studies refuted these claims, others have supported its primary conclusions. So it is conceivable that GM plants may endanger certain types of nontarget insects. In

Are we implementing a technology that holds enormous potential or are we playing with fire?

Do we know what impact genetically modified plants will have on the environment and on our health?

Do the pluses outweigh the potential minuses?

encodes a protein that is broken down in the guts of insects to produce a toxin that kills the insect. Thus, insects eating plants such as cotton, corn or soybeans that have been genetically modified with this gene will die before they can do significant damage to the plant. Because these Bt-containing plants are 'resistant' to many pests, farmers should be able to reduce the application of pesticides.

The second gene that has been introduced into plants confers resistance to certain herbicides. Weed control is a major challenge for farmers. Many herbicides used on crops target only a few types of weeds, can only be used on certain crops at specific growth stages and can accumulate to harmful levels in the soil. Many farmers would prefer to use other herbicides, such as Roundup, which will destroy all types of weeds, can be applied at any time and degrade rapidly in the soil. Unfortunately, Roundup is also toxic to crop plants. To circumvent this latter problem, crops have been genetically modified with a gene that confers resistance to herbicides such as Roundup. Thus, a farmer can use a single herbicide to control weeds more effectively without being concerned about detrimental effects on the crop.

Although these two types of genetic modification are the most

this context, it is important to realize that assessing the environmental impact of a plant, whether genetically modified or not, is not an easy task. For example, the effects of Bt-corn on the monarch butterfly is going to vary depending on the variety of corn grown, the region where it is grown, weather conditions and so on. Also, such studies do not come cheap—it has been estimated that to answer the Bt-corn/monarch question will cost \$2 million to \$3 million, and this is just one insect and type of GM plant.

A second environmental concern is gene flow from GM plants to weeds. The transfer of genes from a GM plant to a weed may instill traits in weeds that we don't want them to have, such as resistance to herbicides. The emergence of such herbicide-resistant weeds could become a major problem for farmers. However, in order for a gene to be transferred, the weed must be a close relative of the GM plant. In the United States, no wild relatives exist for most of the GM plants cultivated—thus, gene transfer is not a major concern. This is not the case in other areas of the world. For example, native varieties of corn exist in Mexico and soybeans in China.

A third concern related to gene transfer is the escape of GM

plants into the wild or nearby crops. This appears to be what happened with StarLink corn, a genetically modified type of corn that was approved for animal but not human consumption. Shortly after its introduction, numerous food products on grocery shelves were found to contain StarLink corn. Although a majority of this corn accidentally entered the human food supply at grain elevators, it also appears that some farmers inadvertently grew this GM plant when their corn crops were pollinated by StarLink corn grown in nearby fields.

In terms of human health, the major concern is that the introduction of new genes into plants will have unforeseen effects, such as the production of allergens or toxins, or a change in the nutritional composition of the plant. One of the problems that scientists face when they genetically modify plants is that they have no control over where the gene inserts into the genetic material of the plant. It is therefore conceivable that when the gene inserts into the plant's DNA, it changes the function of the genetic material in an undesirable and unanticipated manner. Thus, plants that

When a whopping 60 percent or more of processed foods—ranging from salad dressing to breakfast cereal to soft drinks—contain GM plant products, it is virtually impossible to avoid their consumption.

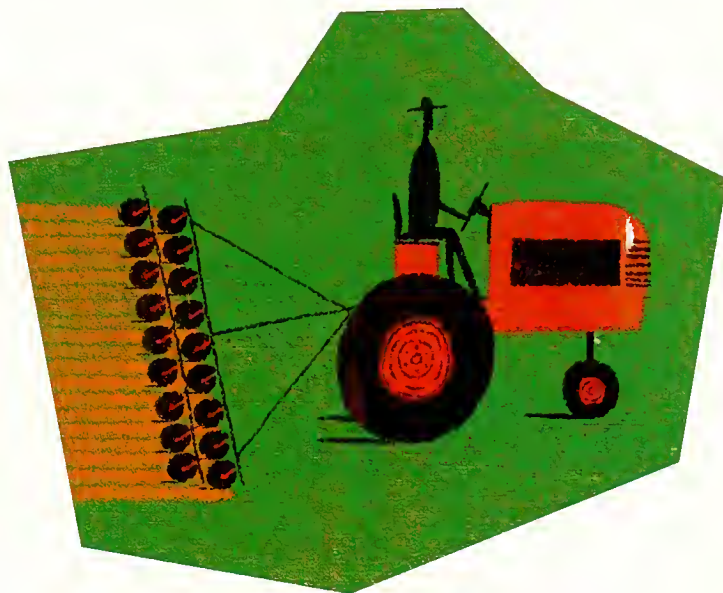
did not produce allergens or toxins may start to do so, or the nutritional value of a plant may be substantially different.

To date, there have been no confirmed reports of adverse effects from the consumption of GM plant products. In addition, both the USDA and FDA require all GM plants be extensively evaluated for changes in nutritional value or production of allergens before such plants are approved for human consumption. Indeed, the reason StarLink corn was not approved for human consumption was because of indirect evidence suggesting it could elicit an allergic reaction. Nonetheless, as more and more plants are genetically modified and the types of genetic modification become more sophisticated, possible unforeseen effects of human health will continue to be an issue.

Where do we go from here?

As we contemplate the pros and cons of GM plants, it is important to keep a rational perspective. Humans have been altering the genetic makeup of plants for thousands of years through selective breeding practices, creating plants with combinations of genes that would never have arisen in nature. Also, plant breeders have been exposing plants to mutagenic chemicals and UV irradiation for decades in hopes of introducing mutations that confer some desired trait. The genetic modification of plants could thus be viewed as an extension of these practices, but with one significant difference—it allows genes from any source to be incorporated into plants. So far, this difference does not seem to have created an undesired outcome, but whether this will be true for future GM plants is unknown. A second point to keep in mind when evaluating the possible impact of GM plants is that consumption of any food is a potentially dangerous occupation—health risks are everywhere in our food supply, from deadly allergens in peanuts to hamburgers tainted with pathogenic bacteria.

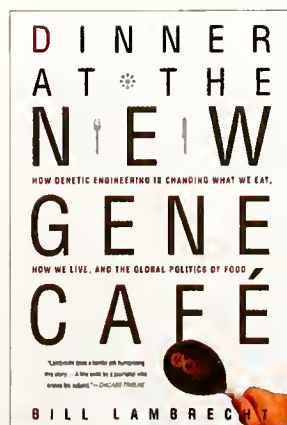
With these considerations in mind, one can ask: Are we implementing a technology that holds enormous potential or are we playing with fire? Do we know what impact genetically modified plants will have on the environment and on our health? Do the pluses outweigh the potential minuses? These are tough questions with no easy answers. Some believe we do not have a sufficient understanding of the potential impact of GM plants and thus should not proceed until further information is available. Others feel the genetic modification of plants is not significantly different from previous practices and that their safety has been sufficiently demonstrated.



If nothing else, we must recognize that the application of biotechnology to create plants with novel traits is in its infancy. Its potential impact on our lives and those of others is going to intensify with time, and because of this, it is imperative that we become and remain informed about various issues surrounding this topic. By doing so, we will be able to make educated decisions concerning how this technology impacts each of our lives as well as society as a whole.

Tim Finco, an assistant professor of biology at Agnes Scott since 1999, received his doctorate from the University of North Carolina at Chapel Hill.

TO LEARN MORE



- *Dinner at the New Gene Café* by Bill Lambrecht
- www.usda.gov
- www.colostate.edu/programs/lifesciences/TransgenicCrops/

When Julia Alvarez's husband heads to their farm without her, she gives him a list. He's accustomed to finding H₂O on it. The water goes into a bowl on her writing desk.

Alta Gracia is a 260-acre coffee farm in a poor, mountainous region of the Dominican Republic, Alvarez's native country. This past winter, she canceled a trip in order to join other poets in a reading protesting the proposed war with Iraq.

Such actions reveal much about this writer-in-residence at Vermont's Middlebury College. Also a poet, essayist and fiction writer, she was the keynote speaker at Agnes Scott's annual Writers' Festival this spring.

"One of my favorite venues is to read where there are students and young people," says Alvarez. "Usually there's an openness and a look at literature to answer some of the basic questions we are all

teacher," says Alvarez. "I see this kind of real energy in young people. They are thinking about very, very important things. It is heartening to see this groundswell of generosity and intense compassion. Part of it, I think, is that young people are raised with CNN and a lot of communication, and they early on realize what a complicated world they live in."

Alvarez garners writing material by paying close attention to the world in which she finds herself. Today, she finds hope but she also finds troubling developments.

"I'm heartsick with what is happening in terms of the way the world is going right now, in this new millennium where we're grown-up human beings that we haven't found a way to resolve our differences that doesn't cost a lot of innocent lives and a lot of heartaches."

A '60s peace child, Alvarez is troubled because dreams of

H₂O and the Writing Life

*Clues to this writer's life
surface in an unlikely symbol*

by Jennifer Bryon Owen



asking. When you see that hunger out there and you can feel that something you say or write is nurturing that, maybe inspiring somebody to write her own work, it's just a very special kind of feeling. It's what we write for and imagine what happens in the best of circumstances for readers, but our hope is that it happens with an audience."

Much of Alvarez's writing stems from her struggle to find her place in the United States after her family was forced to flee the Dominican Republic when she was 10. Her writing focuses on the human condition, trying to find similarities between cultures. "When I came to this country—you know the old model of immigration—you came, you cut your ties with the past, and you became an American and that was that," says Alvarez. "That might have worked when communication was more difficult and mobility unheard of, but it's not a realistic model for people as mobile as we are. I had the feeling I had to choose; that there was something inferior about my background, culture and traditions."

She proposes a new model for diverse people living together based on curiosity, a form of being respectful and interested. "And giving to the other culture as much credibility and importance as your own is so important."

Alvarez and her husband purchased Alta Gracia as a way to give back. The coffee is grown without chemicals and provides work for some of the 60 to 80 villagers. A new building and a library built by volunteers revitalized the village's practically non-functioning school. Last year, the teacher was a volunteer just graduated from Middlebury College, and this year's volunteer is from Dartmouth College.

"We've got people left and right asking if they can be the next

leaving the world a better place haven't materialized, but she continues her efforts. Alvarez was one of 11 poets in the February "Poets Against the War" reading in Manchester, Vt., to protest U.S. military action in Iraq. The event was organized after a group of poets were un-invited to a White House reading, organized by first lady Laura Bush, because some poets planned to protest military involvement with Iraq.

The poetry reading was not Alvarez's first statement about the current world situation. She was one of 15 writers commissioned by the U.S. State Department after September 11 to contribute to an essay anthology about the American experience, which was to be distributed abroad. However, she distanced herself from the project when asked to travel promoting the work.

"We [the writers] spoke in a complicated and challenging way about what it meant to be an American and its problems and con-

Alvarez proposes a new model for diverse people living together based on curiosity, a form of being respectful and interested. "Giving to the other culture as much credibility and importance as your own is so important."

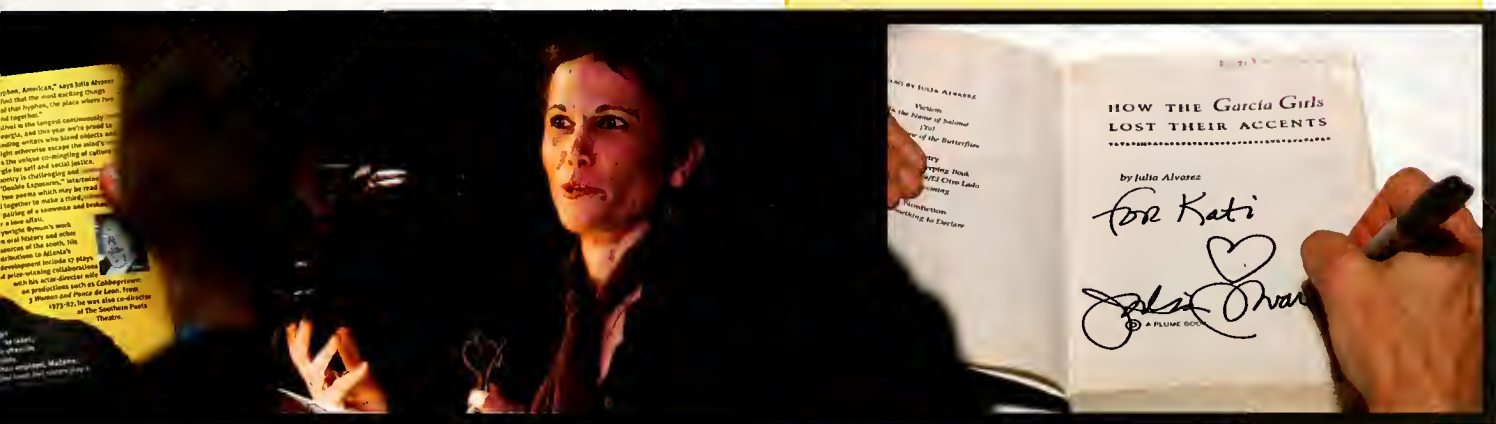
traditions," she explains. "I felt that after 9/11 we could take an evolutionary step as a planet to really start to resolve our problems in different ways. We were shaken, and sometimes, there are moments when things can really happen. Unfortunately, I haven't

seen it happen at all. But this anthology seemed to me a kind of move in that direction, a dialog being started. But, in fact, what ultimately started to happen, it became a cultural propaganda arm for the administration. Given what was going on and the ways in which this administration was moving, I didn't feel that I could be out there promoting, being an American cultural ambassador for a nation that I didn't feel in sync at all with the way it was going."

Citing poet W.H. Auden's statement, "poetry makes nothing happen," Alvarez says poets ask themselves, especially in times like these, what can they do? "The way we do things is through whatever our calling or our talent. Poetry makes just the slightest shift maybe in the way we see the world. It changes our perceptions. We are a different person when we come out of a book from what we were when we started reading it. It is those kinds of transformations in the way in which we are moved through the world,

Books by Julia Alvarez

Before We Were Free
The Secret Footprints
Las Huellas Secretas
How Tía Lola Came to Visit Stay
In the Name of Salome
Something to Declare: Essays
In the Time of Butterflies
En El Tiempo De Las Mariposas
How the Garcia Girls Lost their Accents
Homecoming
Homecoming: New and Collected Poems
The Other Side
iYo!



which I think can finally build up to something important and significant. The ways literature changes us are so subtle, so small and seemingly insignificant, but make all the difference in the world."

She says Americans have learned from Gandhi and Martin Luther King Jr. about the power of nonaggressive, peaceful resistance that involves witnessing to what one believes. "It's the bedrock of a country like the United States—this kind of freedom of expression and this kind of participation. It's so important to keep this thriving, alive in a country that always challenges itself to its own bottom line. I think it is an empowering thing to bear witness to what you think is important."

Alvarez mentions a letter from Hopi elders to the tribal youth during a hard time. "The last line is so amazing: 'You must become the ones you have been waiting for.' We are the ones. It's in our hands, really."

The hardest question she has ever been asked is "Does writing really matter?" She contends it does.

"That is a question you are constantly asking yourself. There are bleak days when I'm not as able to say as brightly as I say today, become the one you've been waiting for. If you give up trying to become the one you've been waiting for, then what hope is there? If you can't, through your vocation and talent, make a difference, what else are you going to do? That is your vocation—to intersect with the larger world."

And that bowl of water on her writing desk? "If I need really extra help, I get some water from down there [Alta Gracia]," she explains. "I don't know what it does, but it works."

Jennifer Bryon Owen is Agnes Scott's director of creative services and editor of Agnes Scott The Magazine.

Awards and Honors

Benjamin T. Marshall Poetry Prize, Connecticut College, 1968 and 1969
 Middlebury College Creative Writing Prize, 1971
 Academy of American Poetry prize, 1974
 Syracuse University creative writing fellowship, 1974–75
 Kenan grant from Phillips Andover Academy, 1980
 La Reina Press poetry award, 1982
 Vermont Arts Council exhibition grant, 1984–85
 Robert Frost Poetry Fellow, Bread Loaf Writers' Conference, 1986, and Fiction Fellow, 1987
 Third Woman Press Award, first prize in narrative, 1986
 General Electric Foundation award for Younger Writers, 1986
 National Endowment for the Arts grant, 1987–88
 Ingram Merrill Foundation grant, 1990
 Josephine Miles Award from PEN Oakland, 1991
How the Garcia Girls Lost Their Accents selected as a notable book from the American Library Association, 1992
New York Times Notable Book for *In the Time of Butterflies*
 Bachelor of Arts *summa cum laude*, Middlebury College, 1971
 Master of Fine Arts, Syracuse University, 1975

From Alvarez

During her reading at the College, Alvarez shared these ideas:

- For her sister's birthday, Alvarez gave her a book to read each month of the upcoming year.
- Each year, Alvarez selects one author and reads all of that person's works.

High-risk bets on promising ideas dictate a fast-paced lifestyle for this scientist.

by Melanie S. Best '79

Builder of Singapore's Biotech Future



© BILL WARE/CORBIS



For Lily Chan '75, her 14-hour days often start at 6 a.m. in her Singapore gym. From there, she may head to a breakfast meeting, then join a conference call with New York or California by 8 a.m., when it's early evening in the states. Later, when Europe awakens, she'll be on the phone to colleagues there. Her days, like her life story, span the globe.

One of the biotech industry's leading venture capitalists and the person charged with building a biotech sector from scratch in Singapore—an island nation at the tip of the Malay Peninsula—Chan roams the world seeking technologies and scientists to invest in, negotiating multinational partnerships and chairing board meetings of her proteges.

She welcomes the travel. "Singapore is not a very big place," says Chan in an early morning/late night phone conversation that, typically for her, crosses 13 time zones. "When I'm not on the road, I feel disconnected from the rest of the world."

What a transformation from the girl in 1972 who made her first plane trip—Malaysia to Atlanta to start college at Agnes Scott—to general manager of Singapore's Biomedical Sciences Investments Pte. Ltd. A division of the country's Economic Development Board, Biomedical Sciences acts as a venture capital fund, nurturing start-ups at home and abroad that research and develop drugs and medical therapies. It's an industry that runs on cross-border flows of financial and human resources.

Chan's career started in the research lab. After completing her bachelors in biology with honor in 1975 followed by a Ph.D. in microbiology and immunology from the University of Illinois at Chicago, she held various immunology-related research and development positions in Singapore.

One of those, at Genelabs Diagnostics, resulted in two patents for retrovirus testing products, one to diagnose dengue virus, the other for HIV. The latter, used mainly in Europe, has been considered the "gold standard" for confirming HIV infection. A third patent, for diagnostic antigens in tuberculosis, is pending.

A late-night phone call in 1992 changed her direction. Chan recalls the moment: Genelabs' chairman called to say, "Tomorrow, your current boss will step down, you will take over, and you will be general manager." After several years in that post, she became deputy director of the National University of Singapore's Biomedical Processing Center, and in 1998 the Economic Development Board tapped her to lead its new biotech endeavor.

Treating her life as unlimited possibility seems a matrilineal inheritance. Chan is the first born of two schoolteachers. She calls her mother, Lai Lean Tee, who rose to the post of vice principal, "a woman ahead of her time."

Lai Lean Tee is the daughter of another remarkable woman, Ng Mooi, who, abandoned by her husband, had to raise three young girls alone. She took in laundry from British servicemen and local "well-to-do's" and saved enough to send her daughters off to school, 100 miles away—"something quite unheard of in the 1930s and '40s for Chinese girls in Malaysia," says Chan.

Chan and three siblings grew up in Penang, speaking Mandarin at home and British English in school. When time for college arrived, Chan, the first in her family to do so, fearlessly looked to the United States. "The reputation of the U.S. was not good" in Southeast Asia in the early 1970s, she notes. "Going there was a no-no for good Chinese girls."

It was also a luxury, impossible for her family without financial aid. Of the many American colleges she applied to, Agnes Scott offered the most generous scholarship. "I have a lot to thank Agnes Scott for," Chan says.

At a gathering of Malaysian students in Chicago during Christmas holidays her first year, Chan met Choy-Heng. They later married and had a son, Michael, now a freshman at his father's alma mater, University of Chicago. Choy-Heng, a theoretical physicist, is a professor and dean of the Faculty of Science at the National University of Singapore.

Gaining a competitive edge is the mandate of Chan's current position and reflects the mission of her adopted country, often dubbed "Singapore Inc." A former state of Malaysia that broke away in 1965, Singapore has staked its survival on becoming a global leader in knowledge-based industries. While it entered the race well after the United States and Europe, Singapore has competed aggressively to become a biotech powerhouse and is one of

Asia's leaders in the field.

Chan and her team are charged with making high-risk bets on promising ideas. They seek out fledgling projects, package the best into companies in which Biomedical Sciences gets an equity stake and significant management control and shepherd the ventures toward hoped-for profitability.

"Taking ideas and concepts, pulling a business model around the technology and . . . a company is founded! That's the easy part," says Chan. Much harder is what follows—financing, working with founders, installing the right management, nurturing. Chan, ever modest, attributes her knack for this work to a strong science background and years of experience managing and growing companies. Colleagues cite her enthusiasm, shrewdness, analytical mind and ability to retain vast quantities of information.

One of her successes is S*Bio, a drug-discovery business forged from a collaboration with California-based Chiron. Chan had to cajole Chiron executives into selling their technol-

"She's one of the best venture capitalists around — fair and astute."

ogy and Singaporean officials into providing the funds. She's repeated that success multiple times.

Robert Klupacs, CEO of another of Chan's creations, ES Cell International Pte. Ltd., admires her unstintingly. "She's one of the best venture capitalists around — fair and astute. She likes to take her time to think, look at all angles, which makes everybody feel they've been part of the decision. A very small pool of people in Singapore have her skills."

Establishing ES Cell (ESI), a human embryonic stem (hES) cell company, is Chan's most satisfying achievement to date. The aim of ESI, which owns five hES cell lines registered with the U.S. National Institutes of Health, is to be able to grow large volumes of insulin-producing islet cells to treat diabetes.

ESI's gestation began several years ago when her company handed Chan \$20 million and said, "Make something out of it in Singapore." She studied some 50 projects around the world and found an hES collaboration between Israel and Australia that needed funding to continue. Klupacs, from the Australian half of the venture, recalls, "I was hawking technology, and Lily was on the other side," with the money.

Not only ESI's founder, Chan is also co-chair and works closely with Klupacs to define ESI's strategic focus, for which he expresses gratitude. "Because Lily can open doors," he says, "as long as she's with us, ESI will get a leg up compared to our competition. In this market, that's extremely important."

Looking to the future, Chan says the biotech sector's biggest challenge will be shortening the time from discovering a drug to commercializing it, which now takes five to seven years and costs \$400 million on average. "How can you fast-track this, yet avoid the pitfalls when you take a drug through the clinical stage? We still don't have a very good handle on the right way to do it."

Chan pauses when asked how she spends her free time. She doesn't need much time off, since work gives so much pleasure. "I've enjoyed all I've done so far and I'm looking forward to the next job. When you're having fun, is it considered an achievement?"

Melanie S. Best is a freelance journalist specializing in international business and culture. She lives in Hoboken, N.J.

Leading Science

It's In Our Genes

by Kate Ravin

Ground Floor

Herbarium
Biology Faculty Offices
Biology Faculty/Student
Research Labs
Ecology & Environmental
Biology Lab
Student Project Lab
Neuroscience Lab Suite
Teasley Lecture Hall
Greenhouse
Nuclear Magnetic
Resonance Lab
Microscopy Suite
Psychology Faculty/Student
Research Labs
Glassware Wash/
Sterilization Facility
Chemical Stockroom

First Floor

Physics Faculty Offices
Physics Workshop
Psychology Computer Labs
Physics Faculty
Research Lab
Adjoining Seminar Rooms
Quantum Physics Lab
Electronics Lab
Introductory Physics Lab
Classrooms
Scientific Computing Lab
Psychology Research Suites
Psychology Department
Suite
Science Center for Women
Woolford B. Baker Atrium





Enter the \$36.5 million Science Center at Agnes Scott, and you'll encounter a three-story representation of the DNA double helix, perhaps the most significant discovery in the last half-century. The rendering of DNA swirling above the center's Woolford B. Baker Atrium holds special meaning for our institution because it was traced from Agnes Irvine Scott, for whom our College was named, through her great-great-great granddaughter Lisa Harvey Lepovetsky '73. Since Agnes Scott women tend to take more advanced science and math courses than their coed counterparts, since more than half of our 19 full-time professors in the sciences are women and since our alumnae include renowned scientific practitioners, we'd say leadership in science is embedded in the College's genetic code.

Second Floor

Biology Faculty Offices
Biology Faculty/Student
Research Labs
Genetics & Molecular
Biology Lab
Cell Biochemistry &
Microbiology Lab
Cell Biology/Developmental
Biology Lab
Animal Biology Lab
Animal Physiology/
Neurobiology Lab
Biology Student Project Lab
Flexible Shared Classrooms
Biology Student Support
Suite
Biology Department Office
Biology Lab Preparations
Biology Instrument Rooms
Clean Room/Tissue Culture
Warm/Cold Rooms

Third Floor

Chemistry Computer Lab
Chemistry Faculty Offices
Chemistry Faculty/Student
Research Lab
Laser Spectroscopy Lab
Introductory Chemistry Lab
Physical and Analytical
Chemistry Lab
Organic Chemistry Lab
Inorganic Chemistry Lab
Biochemistry Lab
Chemistry Instrumentation
Lab
Classrooms
Chemistry Student Support
Suite
Chemistry Department
Office
Chemistry Balance Room

The structure of DNA had yet to be solved when Campbell Hall, the College's former science building, opened in 1951. In the ensuing decades, the scope of science has broadened dramatically while student interest at Agnes Scott has burgeoned. Today, more than 30 percent of students who have declared majors have opted for the sciences, and our Science Center, which houses the departments of biology, chemistry, physics and psychology, provides the instrumentation and support for a research-rich science program.

KIERAN REYNOLDS





KIERAN REYNOLDS

Upcoming initiatives include our Science Center for Women and Sally Ride Science Camp for Girls. We also plan to host events such as the South's first Project Kaleidoscope Undergraduate Research Conference.

At least 10 different faculty and student-faculty research projects are running on topics ranging from the biology of depression to the effect of race on attitudes toward contraception and abortion.



KIERAN REYNOLDS



KIERAN REYNOLDS

\$4 million in state-of-the-art instrumentation, including:

- X-ray spectrometer, which allows quantum mechanics experiments of many sorts using X-rays as the probe
- Nuclear magnetic resonance apparatus for investigation of the phenomenon of NMR—the basis of MRI medical imaging machines
- Scanning tunneling microscope and atomic force microscope, used to study topography, conductivity, reactivity and hardness of surfaces or of molecules attached to surfaces at the atomic and molecular level
- Walk-in cold and warm rooms and environmental plant growth chambers, which provide controlled conditions for experimentation
- Confocal laser fluorescent microscope for three-dimensional digital cell imaging; scanning electron microscope and transmission electron microscope for ultrafine resolution of cells and organisms
- Eight computer-controlled Skinner boxes used to examine learning in animals
- Eye-tracking system that monitors and maps eye position in relation to computer imaging





MARTIN SURANI

"Our research involves using light microscopes, chromatography instruments, a thermal cycler for the polymerase chain reaction, gel electrophoresis equipment, DNA sequencing apparatus and computerized bioinformatics databases."

KATY CLEMMER '03



MARTIN SURANI



MARTIN SURANI

The Building in Brief
Departments of Biology,
Chemistry, Psychology
and Physics (the astronomy
part of the astronomy and
physics department is
housed in the newly
renovated and expanded
Bradley Observatory and
Delafield Planetarium)

115,000+ square feet
with "racetrack" floor plan,
placing shared resources in
the center of the building's
wings, with labs and class-
rooms around the perimeter

Botanical Medallions

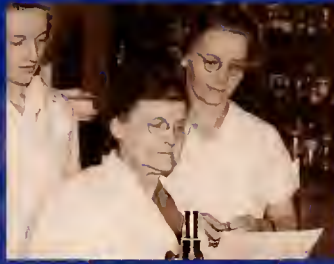
These fantasy botanical
motifs, "Botanic Explosion,"
embedded in each exterior
end of the Science Center,
are not intended to be
scientifically accurate, but to
represent the energetic spirit
of inquiry within its walls.
Around the building exterior
are smaller diamond shaped
panels, "Floral Gems." Cast in
resin to resemble terra cotta,
the decoration was inspired
by motifs on Sever Hall
(1878) at Harvard, designed
by H. H. Richardson, the
famous American architect
whose firm developed into
Shepley Bulfinch Richardson
and Abbott, architects of
Agnes Scott's Science Center.



KIERAN REYNOLDS



Part of Agnes Scott's unbroken line of female achievement in the sciences is Mary Stuart MacDougall. This demanding professor and co-author of *Biology: The Science of Life*—a textbook adopted by more than 90



institutions—proclaimed in 1936, “Science has so enlarged the mental horizon that the imagination may take a bolder flight.” In our new Science Center, her intellectual heirs at the College can let their imaginations soar.

Kate Kavin is a freelance writer who specializes in higher education.



MUSIC IN YOUR BLOOD

Think you don't have music in your blood? Think again. Alexandra Pajak '04 has turned Agnes Scott's DNA into a symphony. In November, the College's Community Orchestra performed Pajak's *Symphony No. 1, Translations: The DNA of Agnes Scott*, a work based on 300 of Agnes Scott's unique nucleotide bases.

"I had never heard of DNA music," Pajak says. "It was Dr. [Harry] Wistrand's idea to create a piece of music based on Agnes Scott's DNA. I looked on the Internet and found that there are about 10 to 20 DNA composers out there."

Pajak communicated with some of them to learn more about DNA music. "Some composers use only computer software, where there's no artistic element involved," she says. But Pajak incorporated her creative elements along Scott's DNA sequence, which was produced at Emory University and then given to Pajak by Wistrand, professor of biology, in a Microsoft Word document.

The first movement is based on Irish and American traditional music and has an "arch" structure, which represents Scott's roots, her relationship with her suitor and their separation when she immigrated to the United States.

Pajak says the second movement utilizes compositional techniques employed by other DNA composers for assigning rhythms and pitches to Scott's DNA sequence (for example, GCTACT would be pitched G-C-E-A-C-E.) The third movement is more creative, centered entirely on chords derived from the first four bases of part of her sequence: G-major, A-major, E-major and C-major.

"It's really kind of mysterious sounding," Pajak says. "I felt like I was looking at someone's ghost when I wrote it. I tried to keep Agnes Scott in mind as much as possible when I was writing it."

—Kristin Kallaher '04

Kristin Kallaher '04 is an intern in the Office of Communications and recipient of the College's 2002 Sara Wilson "Sally" Glendinning Journalism Award.



Alex Pajak '04, a biology and music major, has received recognition for her outstanding work in both fields.

Center for Molecular Medicine at Emory University, and explained the project. He is a distinguished scientist who has been at the forefront of mitochondrial DNA research for many years, and his lab is acknowledged as one of the finest in the world (Wallace moved from Emory to the University of California-Irvine in summer 2002). He was enthusiastic, agreed to do the DNA preparation and sequencing and put us in touch with Seyed Hosseini, director of the DNA Sequencing and Genotyping Laboratory at the Center. The vials arrived on May 14 and Hosseini began the sequencing project.

We can state with virtual certainty that the DNA sequence we obtained — 203 years after her birth — is identical to that of Agnes Irvine Scott.

Because we know the mutation rate is 2–2.9 percent per million years in this type of DNA, we can state with virtual certainty that the DNA sequence we obtained — 203 years after her birth — is identical to that of Agnes Irvine Scott. When the sequence was reported to us, Hosseini said that of the 16,572 units (informational molecules) that make up the sequence of Scott's DNA, this DNA has a unique change never seen before. Thus, Scott's direct female descendants and their living sons may carry a unique piece of DNA. Hosseini also identified the migration group — derived from seven females whose mitochondrial DNA represent the founding DNA of Europe — to which Scott belonged. This particular sequence originated in Western Europe between 39,000 and 51,000 years ago.

April 25, 2003, was the 50th anniversary of publication of the DNA molecule's structure. Having Agnes Scott's DNA detailed on the wall of the Science Center's Woolford B. Baker Atrium certainly connects current science with the College's history in previously unimagined ways.

Harry Wistrand, professor of biology, has been teaching at the College since 1974. He holds a Ph.D. from Arizona State University.

TO LEARN MORE

The Seven Daughters of Eve by Bryan Sykes

TO HEAR THE DNA MUSIC

www.agnesscott.edu/academics/p_music.asp

Resourceful alumnae confront challenges of health care in different ways.

BEGIN WITH A TEASPOON

Community mobilization to improve life in the village is as important to HIV/AIDS prevention as people understanding the choices that will keep them infection free," says Louise Robinson Singleton '55. As training director for the Institute of Cultural Affairs, an international organization poised to lead the campaign against HIV/AIDS in Africa, she knows.

"You can't just march in and tell these

motivated to make healthy choices."

For the ICA, a nonprofit facilitator of social innovation and community building, Singleton developed the HIV prevention curriculum that will be used in villages in eight other African countries. "It's based on imaginal education, a method intended to change behavior by changing an individual's image of who they are and what's important." This ideology is presented to villagers by their own village health teams.

Singleton, a mother of three and grandmother of four, feels several paths

and Kenya later this year as ICA continues implementing its HIV/AIDS prevention program.

Unfortunately the people of Africa are facing what many consider to be the greatest public health care problem in the world. Singleton contends it isn't just a public health problem. "It's a social and political problem as well. HIV/AIDS is devastating to people 15 to 49 years old, when they're usually most productive. This devastation contributes to widespread poverty and destabilization."

Singleton says recent findings indicate that 28.5 million people in sub-Saharan Africa have AIDS, 6,000 Africans die from it each day, and there are 10,000 new cases every day.

"I sometimes feel like we're using a teaspoon to empty the ocean, but you have to start somewhere where you can make a difference," she says.

—Lorayne Bryan Weizenecker



Louise Robinson Singleton '55 meets with John Kufuor (center), president of Ghana, and others when she was there last July conducting an HIV/AIDS prevention project.

people what to do or not do," explains Singleton. "We work with the community to form a community plan—not to address HIV, but to ask the larger question: What do you want for the youth in your community in the next five years?"

A recent report on an ICA pilot program Singleton helped launch in the Ghana village of Golokwati indicated that villagers had cleaned up the town square, planted flowers, organized youth soccer matches and planned village meetings with elders. When Singleton read the report at her home in Denver, Colo., she was thrilled to the point of tears. "It is when people feel they have a future that they are

she followed led her to her current role at ICA. She's always been intrigued by rural life and has served rural areas in various roles throughout her career. She's committed to volunteerism (ICA participants pay their own expenses). And in 1989 she earned her master's degree in public health from the University of Colorado. "It's a great complement to the thorough liberal arts training I received at Agnes Scott."

On an ICA visit to Africa last year, Singleton met with Ghana's minister of health and President John Kufuor. "I have found the people of Africa to be warm, welcoming and generally delightful," says Singleton. She is planning visits to Zambia

TO LEARN MORE Singleton welcomes your e-mails at Singltn@aol.com.

"NO" TO FLYING A BUS

Eleanor McCain '77, M.D., narrowed her career choices to doctor, veterinarian and fighter pilot. She might have spent the last 20 years flying F-16s had the Navy been more progressive. In some ways it might have been easier.

"I had an outstanding education, a pilot's license and perfect eyesight," says McCain. "The recruiters were real excited when I met with them. But it was right before policy changed allowing women in combat, and they wanted me to fly a bus—a large slow transport plane. They wouldn't let me fly the fighter jets, so I opted for medical school at the University of Florida instead."

While practicing medicine is not as perilous as soaring over enemy territory, McCain, a biology major, finds being a



Eleanor McCain '77

doctor incredibly challenging. "I struggle with balance—maintaining my sanity, physical fitness, family and career. I find it difficult to be female and a full-time professional. It's not reasonable to give up a family for a career, or a career you're committed to for a family. You can't have it all, but I'm unwilling to give up either one." McCain adds that she's fortunate to have a supportive husband, John Jinks, and a

nanny that's been with her for 15 years helping care for their two daughters.

Though making a profit should not be as formidable as aerial combat, it is becoming increasingly difficult, according to McCain. "I have to balance medical care with current reimbursement rates. It's getting worse. Medicare fees are lower now than in 1984 when I started. With low reimbursement rates and high malpractice insurance, many doctors are approaching the break-even point. Doctors are often misperceived as being greedy. But the vast majority are plugging along doing the best that they can."

McCain recently started a consulting business to supplement income at her Fort Walton Beach, Fla., solo practice. "I lecture physicians about current pay systems and reimbursement rates and how they impact our profession," McCain says that she earns more lecturing to physicians than she earns caring for patients. "The irony is overwhelming," she adds.

One way McCain deals with stress is to nurture her creativity. She produces award-winning, museum-quality quilts. "I come from a long line of quilters. I like the making of objects, the domestic arts. I think that in a way quilting relates to women's issues."

As she faces challenges, McCain has learned that persistence is the key. "You can be brilliant, but incapable of succeeding without persistence. With persistence, you can take down a mountain with a thimble."

And so McCain endeavors to excel as a physician despite the growing challenges. "I'm not sure how much longer I can afford to care for patients. But practicing medicine remains an honorable profession with true value and true integrity. And it's interesting. Medicine is biology, and biology is fascinating."

—Lorayne Bryan Weizenecker

Lorayne Bryan Weizenecker is a freelance writer, master gardener and author of Waxing and Waning, a novel set in the North Georgia mountains.

One Gift—Yours—Makes It Possible



GARY MEER

Agnes Scott

THE WORLD FOR WOMEN

They've always had bold aspirations.

Your gift to the Annual Fund makes it possible for Agnes Scott students to realize their dreams.

Please make your Annual Fund gift before the fiscal year ends June 30. Just use the envelope in this magazine or contribute online through our secure Web site: www.agnesscott.edu/give

*Every gift to the Annual Fund is also a gift to Bold Aspirations:
The Campaign for Agnes Scott College.*

The Lasting Thrill of Scientific Discovery

Learning through research was an important personal experience for me. Although many of the science classes I endured as a schoolchild were unbelievably dull, I always enjoyed reading about science and naming things I observed in nature. My experience at Agnes Scott was completely different. Science classes emphasized analytical methods, hypothesis testing and building small lines of evidence to gain insight into the workings of nature. As we conducted experiments, it occurred to me that I was not merely acquiring useful information, but learning a process for acquiring new knowledge.

The power and excitement of that realization lingers with me to this day. By participating in research, I acquired something far deeper than a list of facts: I knew why these facts were true and how to build them into new hypotheses to investigate. There is no greater thrill than that sense of "eureka" that comes when you have taken a question, developed hypotheses, conducted experiments and, at last, made a discovery that is your own. It is a thrill that reaches down into your core and gives you the confidence and poise to tackle ever larger and more difficult questions.

There is no greater thrill than that sense of "eureka" that comes when you have taken a question, developed hypotheses, conducted experiments and, at last, made a discovery that is your own.

With the Science Center and its many intelligently designed spaces for research, Agnes Scott provides an intimate learning environment where extensive interaction between faculty and students and among



Diana Lipscomb '76 collecting samples in Bodega Harbor, Calif.

students themselves can occur. Important as this building is, however, it is the faculty who teach, motivate and inspire the students. The College has been blessed with wonderful faculty. The investment in the Science Center, and by implication its commitment to scientific research, will greatly help the College continue attracting the best. Generally, the best faculty are engaged enthusiastically in their own research. The satisfaction and self-renewal gained when faculty pursue their research goals result in inspired classes for the students, prestige for the College and real joy for the faculty themselves.

At Agnes Scott and the other best liberal arts colleges, science is a creative process through which students experience the curiosity associated with asking meaningful intellectual questions, the excitement of discovery and the intellectual satisfac-

tion from relating theory to observations.

On a per-person basis, small liberal arts colleges such as Agnes Scott produce almost twice as many students who go on to earn a Ph.D. in science as do other schools. This College's commitment to science education, exemplified in faculty and facilities, is the major reason.

—Diana Lipscomb '76

Diana Lipscomb '76 received her bachelor of arts degree in biology from Agnes Scott College and her doctorate in zoology, with a specialty in evolution and systematics, from the University of Maryland, College Park. A professor in the Department of Biological Sciences and director of the Robert Weintraub Program in Systematics and Evolution at George Washington University in Washington, D.C., she is on leave until August to serve as program director assembling the Tree of Life at the National Science Foundation. The overall goal of this project is to assemble a framework phylogeny or Tree of Life for all 1.7 million described species on Earth.



AGNES SCOTT COLLEGE

THE WORLD FOR WOMEN

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Global Connections: Literary Ireland travelers meet Oscar Wilde. To read one person's journey, see page 6.



